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THE MASSACHUSETTS TEACHER.

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Volume XX.

W. P. ATKINSON, Editor.

Number Twelve.

THE ART OF TEACHING.

"One of the principal forms of human intelligence consists in a permanent hold of the external world as it strikes the senses. The more perfectly we can anticipate the appearances of nature while they are yet out of sight, the better able are we to calculate our way and regulate our actions.

"External objects usually affect us through a plurality of senses. The pebble on the seashore is pictured to the eye as form and color. We take it up in the hand and repeat the impression of form with the additional feeling of touch. Knock two together and there is a characteristic sound. To preserve the impression of an object of this kind there must be an association of all these different effects. Such association when matured and firm is our idea, our intellectual grasp of the pebble. . . .

"The rapid association of those qualities, the quick adhesion of the sensations of sight, touch, etc., into an intellectual product, enables us to acquire a large stock of impressions corresponding to mineral and vegetable bodies. This is the gift of the naturalist, who, having to retain in his mind many hundreds or thousands of distinct notions *must not put off time* in the work of acquisition. In him the sensations of sight and touch must be vigorous and enduring. Mere color and its varieties must make an abiding impression; unmeaning shapes also must be easily remembered. . . .

What is called good observing faculties must belong to the character of the naturalist: which means a high activity in the organs of sense, a persistent energy in the centres that sustain the movements of the eye, the hand and the locomotive powers. To keep up the activity of these organs for a long stretch of time demands a peculiar nervous organization. When the tendency of the mental forces in this direction, examination of sensible objects—minerals, plants, animals, etc.—is a spontaneous and enduring effort, and this of itself would cause a rapid and extensive acquisition of the impressions of outward things. The observation, ever fresh and buoyant, the firmness of the visible and tactile sensations mark not the naturalist mind only, but also the minds of all classes that have much to do with the external world in its fulness."

The above passage is from the recent able book, by Mr. Alexander Bain, "The Senses and the Intellect." It is not necessary to adopt the whole of Mr. Bain's peculiar philosophy,—from which we cannot express our dissent too emphatically,—to recognize the importance of the ideas this passage contains; nor shall we have to go far to find the results of an opposite kind of teaching. The education of a baby begins with the exercise of its senses. A bright child is characterized by nothing so much as by his incessant and restless curiosity in regard to every object that surrounds him, and everything going on about him. His questions are, what is this? why is that? He thinks with justice that the best use he can put a toy to, is to break it, to see how it goes. The intense interest he takes in every new discovery is depicted in his countenance, and in the cry of delight with which he greets the sight of any novel object or interesting phenomenon.

Now it would naturally be thought that we should take advantage of this hint that nature gives us, in the ordering of our elementary schools. We should expect to find them so arranged as to help this most fundamental of all nature's processes in the development of mind. Out of school all sorts of impressions are made on the child's senses, but confusedly. What he sees round him is continually stimulating his curiosity, but much remains puzzling and mysterious for want of a skilled interpreter. If we will take advantage of this first active curiosity, and lead and guide it, there

will be no end to its after achievements. If we leave it to be baffled and disappointed, it will slowly grow dull and blunted, its first freshness will be lost, or it will be turned by the influences that surround it upon frivolous or unworthy objects.

In a child then we have not the heavy task of creating or awakening curiosity and interest. Nature does that to our hand. We have only the easier task of guiding that curiosity into right channels, by giving healthy exercise and training to all the child's senses. They are incessantly at work—we cannot help that—gathering food, good or bad, for the higher faculties to work on. It would seem to be our task to guide them to employment in right ways and upon right objects.

Now in what schools is this done? "I am going to take my boy away from school;" said a very intelligent woman to us the other day, "it is ruining his mind. He went into it bright, intelligent active-minded, curious about everything, eager to learn. He is growing every day more and more dull and indifferent, and it is the direct effect of the deadening school-routine he is subjected to. I must either find a teacher who understands education, or run the risks of his growing up uneducated, rather than encounter the certainty of his being *miseducated*." The criticism is not too severe for much of the dead routine-work that goes on in our schools, and it is this that makes the public so often indifferent or hostile to them.

We believe that what is really accomplished by the great majority of primary and grammar schools, namely, the acquisition of a certain amount—often a small one—of skill in the mechanical attainments of reading, writing and ciphering, could be done *better* by wise arrangements and good teaching in two or three hours a day than in six; better, because the children's faculties would be brighter. Rather than keep them idle the other three, or what is even worse, rather than spread over six hours the doing of what can just as well be done in three, we would turn them all into a good, large play-ground, under proper supervision, and then let them educate each other, or let nature (who never miseducates) teach them.

There is a profound truth* at the bottom of the new-fashioned "Kindergarten," "Children's garden," system, though some of

its German details may seem to us fantastic. It is based on the fundamental truths of primary education, that the children's senses must be educated, their natural activities provided for, their curiosity kept alive. Our ordinary school routine ignores all this. It substitutes abstract symbols for real objects; it suppresses the child's healthy activity, often to his lasting bodily injury; it deadens and blunts his curiosity. A child comes out of a bad primary school in a far worse plight than he went into it. He will never be half the man that another child may become who has run wild, gathering flowers and watching the birds in the fields and lanes, and whose best instructors have been the chickens round the doorstep, and the cattle in the barnyard. Such a child will not be content till he has picked up his reading and his ciphering. They are not such dreadful matters. But the other child has been deprived of what can never be restored to him, the fresh, active, vigorous life of the senses, the development which nature gives the opening mind through a world full of wonder and beauty.

We teachers will continue to be held in small esteem, and the great public will have many doubts about our doings till we learn these lessons. There never was a time when people were so eager for instruction for their children, but there never was a time when they were so critical in regard to its quality. And rightly we think. Our methods of school teaching lag far behind the wants and the intelligence of the age, and the public sense of the fact is indicated in many ways. Such an uproar could not be so easily created about school discipline if people were satisfied with and *interested* in their schools. The proprietor of a great private academy could never have gone so far towards persuading the people of a New England State that a system of private was better than a system of public schools if the public schools of that State were what they ought to be. Children would not be withdrawn from public and sent to private schools, if the public schools were, as they should and might be, better than any private ones that could be brought into competition.

What is the remedy? We suppose it is that we should learn our business better. Not that we should all go to school again. Some of us are too old for that, and we do not believe that is necessary; but

that we should resolutely hold to common sense, in spite of senseless routine and stereotyped tradition. "If I could only have my way!" said an intelligent primary teacher once, not long ago. She had her way, and her school slowly changed from one of the worst to a very good school, and has not done changing yet. The truth is, it is not so much methods and learning as *character* that is wanting. Let a resolute teacher say, I will be guided by instinct and common sense: these little creatures are not wooden automatons, but beings to be loved: teaching them right should be the most pleasurable kind of work;—and with such feelings the right ways will never be far to seek.

There is to be sure an obstacle — the want of a good system of superintendence. School committees, as a general rule, know far less of educational matters than the teachers they are appointed to superintend. The system and course of study at this moment embodied in their various by-laws and regulations is, as a whole, behind the wants and spirit of the times. The remedy will come when the opinion of teachers themselves shall carry more weight with the public.

The evils that characterize our primary schools infect also our grammar school system. That also is dry, dead, mechanical, and produces poor starveling results because it does not follow nature's laws. Why should active-minded boys and girls be kept at work so long over mere dead words and numbers? Why should not the future farmer, the future mechanic, the future wife and mother learn more of nature's laws in the grammar school, train their senses and exercise their minds in that practical study of things about them which it does not take profound learning to teach, nor anything but a child's native curiosity to make interesting? Why are boys and girls so slow in learning to read? Because nothing is given them to read that they care about reading. What does a real boy *care* about "The Destiny of the Republic," "The True Greatness of the Country," "The Responsibility of Americans," etc., etc. He will learn to read fast enough if you will give him Robinson Crusoe or Wilson's Ornithology. He will love to come to school, and won't need whipping, if you will show him an air-pump; and will learn to write and spell if you will make him write an account

of it. He will learn color, shape, hardness, elasticity, and all the rest, without ever seeing a dry, school philosophy if you will make a set of drawers, call it a museum, and set him to filling it. It does not require vast scientific learning on a grammar teacher's part to manage all this,—it can all be done in the time that is now wasted. It would make the grammar teacher's work a pleasant mental occupation, instead of dry drudgery if grammar teachers could only be allowed to have their own way, and had only the courage to trust their own instincts.

It must come to that. The profession of teacher cannot forever lag behind the wants of the age. The community are not always going to be satisfied with schools that bear so little fruit. Much of the work now done by grammar schools could, if rightly done, be done in the primary schools; half the work of what are called High Schools could and should be done by good grammar schools; all the work of at least the freshman class of our Colleges, if not much more, might be done in High Schools, if only the lower schools were more efficient.

And the community are looking for more efficiency. Public sentiment is fast educating itself up to the point of paying well for *good* teaching, and of feeling very little respect for bad; and the occupation is fast becoming a tempting field to real talent. Especially is the talent of women getting developed in this direction; for the public have got so far as to perceive that a first-rate woman is at least better than a second-rate man. The question of comparison with first-rate men may well be left in abeyance till women are permitted to receive a first-rate education.

We do not wish to cast reproach upon teachers. Teachers, as a rule, and especially the younger generation of teachers, are very superior to the system that hampers them. If, for example, school committees and school regulations were to be abolished to-morrow, and the teachers of Massachusetts could elect a congress of representatives, of the ablest and best of their number,—women and men,—to reconstruct the Massachusetts school system and its course of study, we believe we should have a better one than we have now; and some such emancipation of teachers from the control of persons of other callings and professions, who know

nothing of the business, is a change sure to come in the future, and one quite indispensable if teaching is ever to claim the respect which properly belongs to it as a liberal art and profession. We do not suppose it will come in a day or a generation, but come it certainly will, whenever it is once clearly perceived that there is a science and a philosophy of education which properly ranks among the liberal studies. — [ED.]

A WORD TO THE FEMALE TEACHERS OF OUR COMMON SCHOOLS.

We have all, doubtless, been glad to observe the growing interest in the study of natural science in our colleges and all higher institutions of learning, and sympathize with the views occasionally presented by the editor and others in our journal, encouraging a still wider pursuit of those themes, which bring us at once into the great realm of nature.

We hail this, as a mark of real progress in the theory of education, but a great work is to be done before we shall see its legitimate results in the enlarged intelligence of the masses; and the question comes to us, what is our responsibility, as educators, in reference to it? Our men of science, upon whose names we dwell with pride and gratitude, are everywhere kindling an enthusiasm in those who come under their influence, but the greater part of those who graduate from the grammar school never enter any higher school, and unless something is done for them there to awaken inquiry and direct taste, there is little hope of soon seeing a wide-spread and intelligent interest in scientific research.

Are we doing all that we can now? Are we fitting ourselves for all that the advancing demands of the age will require?

It is true that the plan of study now marked out for our schools requires all the time both of teacher and pupil. Till the standard is changed — not lowered, rather raised, but radically changed, we cannot hope, nor even desire, the introduction of any additional elementary work on science. Indeed, most teachers find it necessary to give the least possible attention to those studies which are recommended, but not prescribed, and spend all their strength with

a view to examinations based upon a false estimate of the comparative value of different kinds of knowledge; often, too, with the discouraging consciousness that, so far as the essential good of the scholar is concerned, much effort is thus virtually wasted.

Now, with all this to do, under the pressure brought to bear upon us of comparisons and percentages, can we do still other and better things? Perhaps we shall find that in aiming at something higher we shall better accomplish even the task appointed us. We know that when intellect is quickened to its happiest activity in any one direction, it can be more easily trained to successful effort in other directions, and if we can lead our pupils to an inquiring interest in the great facts of the natural world which are continually present to the eye, we may find that to this awakened intellectual activity the difficulties disappear even from those arithmetical puzzles and grammatical abstractions upon which so much time is now spent. But how is this to be accomplished? Mainly by our own interest and enthusiasm. If we are thoroughly possessed with a love for any science, or even with a real desire to know, let us make that the central point from which influence shall radiate. All nature is but a varied expression of God's thought. We cannot fail in true work while we seek to read, or interpret, or ever so slowly syllable any line in this wonderful book. The great aim is to arouse a spirit of inquiry, to lead our pupils very early to walk with open eyes, and the whole being alive with the consciousness of the ceaseless working of mighty, though silent forces, according to immutable laws.

Last spring I found the desk of a primary school teacher literally covered with twigs and leaf buds. When I expressed my surprise at the great variety she had collected, she replied, "My children brought these. They have been much interested in noticing how the young leaves are folded up in the bud."

"But when do you find time? How do you manage the exercise?" "It can hardly be called an exercise. I take a few minutes now and then, either as a relief when they are tired, or as a reward when they have been particularly good; and sometimes we have little talks around my desk before or after school."

Who can calculate the blessings which may flow from this early

awakening? The child who has learned to ask how a leaf is rolled up in the bud will never stop there. Questions will come thronging that a teacher will need to keep herself ever learning in order to answer. She was no object-teacher in the technical use of that term, but most truly so, as all successful educators have ever been.

In conversation about Sabbath schools recently, some one asked, "How is one to manage a class of troublesome boys?" "I do not know," replied a wise mother and teacher, "unless it be by watching all through the week for things that will so illustrate and impress truth as to interest them thoroughly for the hour." We know with what marked success she carried out this idea. She had the secret which we all need to learn and apply in this specific direction, and we shall soon see a spirit of inquiry and investigation awakened, which will not cease when these pupils leave our classes, but which, developed and strengthened through maturer years, will lead to juster views and wiser legislation on the subject of education.

Perhaps geography, allied as it is with every department of nature, will furnish the best opportunity for such exercises.

Sometimes when I have seen recitations conducted in this study, admirably conducted considering the end in view, every hand up, every one eager to answer questions of location and statistics, I have thought how very easily this enthusiasm might be directed to something beyond, something infinitely more improving; and that too without lessening in the least their interest in this, which is right as far as it goes. No text-book could do for us what we need. It would become too voluminous. The living teacher must do the work, and make all things tributary to his design.

For this many of us require a special preparation. Perhaps some of us will say, we need to have that done for us which we propose to do for our pupils. We scarcely know the alphabet of any science, and how shall we instruct others? Let us learn. Helps are not wanting. Men of science understand the need, and are doing what they can to present science in a popular form. No class of men are more willing to share their intellectual treasures. We may not have time or opportunity or ability to become deeply versed in any department of science, but we may become appreciative and loving students of God's wonderful word chiselled in rock

and softly traced in most living light on leaf and flower; and with mind and heart full of a reverent desire to draw nearer to Him, though His works, we shall not fail to excite a like desire in those under our instructions.

Even as what we are is a greater educating power than what we say or do, so what we are seen to love will insensibly mould the taste of those who look up to us as friends and guides.

Do we complain of want of time for study? I know we have much to do; but some of us find time for crocheting and embroidery. I would not be understood as depreciating these feminine accomplishments by which many a dainty thing is deftly wrought to please the eye; but let us not bend over them to weariness, and call it *work*: let us not curiously fashion gay *parterres* out of worsted and silk, and forget to question how the lilies grow; let us not, as we weave these delicate fabrics, allow them, all unconsciously, to weave a film over our eyes which shall dim the wonderful light on earth and sky. But most of us are in no such danger. We have too many imperative claims upon our time. Let us none the less seek to reserve some portion of it for a generous self-culture, especially in the direction we have been considering. We shall be refreshed instead of exhausted by the effort. Life will glow with richer meaning at every step, and we may have the unspeakable joy of winning young hearts not only to see "splendour in the grass" and "glory in the flower," but to feel

"A sense sublime
Of something far more deeply interfused,
Whose dwelling is the light of setting suns,
And the round ocean, and the living air,
And the blue sky, and in the mind of man;—
A motion and a spirit, that impels
All thinking things, all objects of all thought,
And rolls through all things."

South Boston.

M. K.

GILDED YOUTH.

[We take the following from the *London Saturday Review*.
"Gilded youth" are not altogether unknown in this country.]

If the life of a silly woman who has been trained, and badly trained too, to catch men, is among the most despicable of all

imaginable forms of civilized existence, what are we to say of the life of her counterpart in the other sex,—the man to whose standard and level she has been expressly trained, the nauseous compound of butterfly and satyr, who is her critic and the awarder of her ignoble laurels? If she is an astounding creature, what is he? If she is an amazing companion for a rational being, how rational are some of the beings to whose companionship, under the advice of her mother, she aspires, and for which she so laboriously schemes? After all, the fact that so many girls are annually trained up in a condition of absolute mental vacuity, shows of itself that this is a state which, to a good many of those for whom they are designed, is far from distasteful. The people who can endure the perpetual companionship of the brainless, must be themselves tolerably near the brainless stage. Physiognomy alone might show how many of the "curled darlings" of the season have anything like brains under their curls. The sight of some of these vapid, feeble, expressionless faces, which amuse and confound a philosophic loungeur, may suggest ghastly visions of the fate that would befall such creatures, if they were mated with clever or fine-hearted women. The broad face of a Dorsetshire chaw-bacon beams with intelligence and brightness of apprehension by the side of the sheer vacuity of some of the countenances which startle one in Pall Mall. Besides we know that Hodge can honestly earn eight good shillings a week by his own individual and unaided effort, while, without influence and friends and a long-suffering nation, the sham Adonis of Belgravia would not earn a penny in a twelvemonth. The creature's speech is what might be expected from his brow, his feeble eye, his vapid mouth. It is slightly more articulate than the cluck of a Bosjesman, but there is not very much more meaning in it. We do not wish to borrow the theological horror at the idea of anybody with an immortal soul to save, talking such weakly trash as forms the staple of the speech of these persons. Only when one hears people declaim about the folly of woman it is worth while to remember that there are men, too, whose folly is unfathomable, and who, as Johnson said, would make a man to hang himself in sheer despair. Some women take little interest enough in those things

in which anybody with a pretension to be living a reasonable life ought to take an interest. But if a woman did, what doom would overtake her if she were to marry one of this desperate band of *incroyables*. The foolishness of virgins knows as much about politics as they do — that is, neither of them knows anything whatever. The summary of their political opinion and feeling is the conviction that they detest Mr. Bright, and Beales, M. A., and would fain have them hung, if they could. In literature they do not shrink before the difficulty of an occasional acrostic. In art they get tiny, faint pulsations of pleasure from the pictures of the "Derby Day," or the "Railway Station." As for nature, her they hate. Fine scenery is a mere abomination of desolation to them. So, if a woman were not brought up to be a fool, what fellowship could she have with them? For if there is one thing which they, the extreme left of the great body of boobies, dread and execrate more than another, it is the tongue and glance of a woman who, by hazard, knows a fool when she sees one. It makes them tremble; for in spite of supercilious manner, the feeblest fop knows very well that brain is not his strong point, and at the same time he knows that somehow or other brain is a thing unaccountably in vogue. He also knows that there is a stubborn tradition to the effect that in this tiresome and inscrutable region, man is, or ought to be better endowed than women. Hence he has an uneasy consciousness, first that he ought to say and do something to keep up the honor of his sex, and secondly, that in the presence of some women he will have what the Americans call a bad time, if he tries to say or do this something. We cannot so much wonder after all that mothers with daughters whom they are anxious to settle, should shudder at the perils in which knowledge or brightness of mind or vigor of any sort would surely involve the fair candidates for the crown of marriage.

There are, however, worse faults than downright brainlessness. The extreme left of the exquisites is not the part of the truly astonishing organization which society has most need to fear or dislike. Worse than the plain vacuous fool is the fool who has brains enough to be vicious. . . . The root of all corruption of character is idleness. This is no more than a copy-book com-

monplace, an incontrovertible apophthegm borrowed from Dr. Watts. A man in whom idleness has struck a deep root is in a sure way to become fit for treasons, stratagems, and any evil thing that is done under the sun. If he is only idle enough, there is scarcely any pitch of depravity to which he may not come under favoring circumstances. . . . A man of this sort is obviously worse than the poor fop who cannot think even in his spare moments. Just as the woman who has no interest in the world but marriage, who has an empty mind and a rapid, hollow character, becomes weary and degraded; so the idle man, living luxuriously on fine wines and dainty meats, habitually lazy and habitually vacant, becomes a satyr. He becomes pretty nearly as much beast as man. Most of his interests in life are interests which beasts might very well share. Sensuality, in all its forms, is the law and inspiration of his life. A satyr had his excuses. It was his nature. But a man with centuries of human effort behind him, surrounded alike with all that effort has done and all that effort has left undone to be achieved by us and those who come after us, living in the late and gray age of the world, has no excuse. He is a monstrous and unseemly birth.

[By way of contrast, we append the following from the newspapers.]

Boys. — A son of Scranton, the founder of Scranton, Pa., joined the ranks of the laborers in his father's foundries, that he might learn the practical part of the iron business. The son of a well-known and wealthy New York publisher used to leave his elegant home every morning, with his tin pail and in the garb of a laborer, and betake himself to a machine shop to labor as hard as the hardest, that he might learn the business. We also know the son of an eminent college professor who is doing nearly the same thing.—*New York Gazette.*

The "son of a wealthy New York publisher," alluded to above, graduated from the New York Novelty Works after a regular and severe apprenticeship, with all the honors, and is now in a manufacturing business in the city of Brooklyn, on his own account — a business for which his mechanical knowledge and experience

admirably qualify him. And he is not only a first-class machinist, but quite as much of a "gentleman" as if he had graduated at college and had regularly rounded off seasons at Saratoga and Newport. — *Troy Daily Times*.

AMERICAN EDUCATION.

[The following extract from the letter of a western lady, who takes a great interest in matters educational, contains we fear a great deal too much truth.]

The rushing, headlong speed, the innocent indifference to all obstacles so peculiarly characteristic of the Americans is carried into the very manner of educating the children of the present day. There is no time to lay a solid foundation, for the helpless youth is obliged to go through a certain process of cramming and stuffing in the primary department, regardless of all ability or capacity to receive and digest, because after so many months, the Preparatory is waiting to force him through a similar course in order that he may be served up for a collegiate dinner. He comes out rare and poorly seasoned, yet he has been through the course and the end is accomplished.

The endless variety of school books with which the country is flooded serves only as additional fuel or stimulus for greater exertion. Each must be tried and laid aside for a later publication; that which is forced in one term is forced out the next, leaving the innocent child in a complete state of bewilderment.

With what pleasant remembrances I look back to the well worn, dog's eared spelling book which had passed through the hands of a dear elder sister, and which I regarded very reverently as being a wonderful promotion from the primer which I had studied so long and so faithfully. How ambitious we were to master its mysteries in order to claim our place in the higher class of those who read in the "English Reader" (that mine of knowledge). But many were the times, we were sent tearfully back to our seat for a misspelled word, and the same lesson given over and over again until every word was so indelibly impressed upon the mind, that old Time himself has failed to eradicate it. How thankful I am that then

we had only vowels and consonants which were vexatious enough to our young brain, but now, the children talk learnedly of vocals, subvocals and aspirates, and with a cunning look intimate that you are only an old stupid foggy, not to understand them.

The consequence of the present school system cannot be otherwise, than a superficial education. Embracing so large a circle and going over as much ground as it does, may give a smooth surface, but the under strata remain untilled. Better not do a thing at all, than not do it well, seems to be metamorphosed into make an attempt at everything no matter how poorly you succeed. Thought, reasoning power, is what is needed. Give the child a subject, explain it to him thoroughly, then teach him how to draw analogies; let him give his opinion and show reasons for it; let his mind act and originate for himself; save him from this cramming of others' ideas, spare him so much book knowledge, until he is able to digest and estimate it at its proper value. Then we will have truer men and women, deeper thinkers, surer results; not show but solidity, not farce but reality. B.

GLEANINGS.

THOROUGH TEACHING. But there is one point that I believe must be made a sort of cynosure when beneficial changes are undertaken both at Harvard and at our other colleges, and that is the principle of thorough TEACHING. On this point it is desirable to be perfectly plain, and to be very plainly understood. It is a small matter to diminish the unreasonable amount of holidays, or to give the students more and longer lessons, under a division according to proficiency, or to do almost anything else, if the principle of *teaching* is to be overlooked. For the most that an instructor now undertakes in our colleges is to ascertain, from day to day, whether the young men who are assembled in his presence have probably studied the lesson prescribed to them. There his duty stops. If his lesson have been learned, it is well; if it have not, nothing remains but punishment, after a sufficient number of offences shall have been accumulated to demand it; and then it comes halting

after the delinquent he hardly knows why. The idea of a thorough commentary on the lesson, the idea of making the explanations and illustrations of the teacher of as much consequence as the recitation of the book, or even of more, is substantially unknown in this country except at a few preparatory schools. The consequence is, that though many of our colleges may have a valuable apparatus for instruction; though they may be very good, quiet, and secluded places for study; and though many of the young men who resort thither may really learn not a little of what is exacted or expected from them, yet, after all, not one of our colleges is a place for thorough *teaching*, and not one of the better class of them does half of what it might do by bringing the minds of its instructors to act directly and vigorously on the minds of its pupils, and thus to encourage, enable, and compel them to learn what they ought to learn, and what they easily might learn.

Consider only that as many years are given to the great work of education here as are given in Europe, and that it costs more money with us to be very imperfectly educated than it does to enjoy the great advantages of some of the best universities and institutions on the continent, and yet who, in this country, by means here offered him, has been enabled to make himself a good Greek scholar? Who has been taught thoroughly to read, write, and speak Latin? Nay, who has been taught anything at our colleges with the thoroughness that will enable him to go safely and directly onward in the department he has thus entered, without returning to lay anew the foundations for his success? It is a shame to be obliged to ask such questions; and yet there is but one answer to them; and those who have visited and examined the great schools of Europe have bitterly felt there what this answer is, and why it must be given. *Prof. Geo. Ticknor*, 1825. [In the forty-two years that have elapsed since this was written has so much progress been made in this direction in our schools and colleges as to leave nothing any longer to be desired?]

MODERN EDUCATION. In a former age there was but one education possible to man, since all the means of culture, all the knowledge of the race lay in mathematical and classical studies. But though an education made up of these was not only the best, was,

indeed, the only one possible for them, it by no means follows that it is either the best, or the only one for us. Great changes have transpired, and so far from its lying in the past, we may rather believe that with every year we are approaching nearer to the education, or, rather, I should say to the *educations* demanded by mankind.

When, then, it is asked, how shall the individual, the sex, the nation, the age, be educated? a reply is to be gained, not by studying past archives in search of the absolute education; not by a reproduction of exactly the course which satisfied another age and country. Every calling has its dangers. The minister is liable, probably, to express more than he feels, to convince others with arguments which do not satisfy himself. And the members of the noble educational profession, are they not liable to pay undue reverence to precedent authority? The teacher is surrounded by his inferiors in age and wisdom. They accept his views on his authority, without question on their part or proof on his. He is not compelled to assure himself of his ground by a process of independent inquiry. He has no need to justify and defend himself before equal opponents. So he falls, it may be, into the habit of accepting in a similar spirit the views of his seniors, superiors, or predecessors. Since others receive his teachings on his authority, why should he take the gratuitous trouble to reason, to investigate, to prove? And so, through indolence, or heedlessness, or oversight, he allows himself to regard great questions as closed against inquiry. There are grand, immortal exceptions to the tendency, but does it not exist? . . .

But these days are passing, let us hope. The whole question is open. Men, no longer seeking for the chimera of an absolute education, are asking for the education that is demanded by the America of to-day. And a sense of blind reverence for the past is giving place to a deeper, a wider sense of duty to the future. — *Prof. Wayland in the "Watchman and Reflector."*

TOLERATION. The framework of the old meeting-house in which Roger Williams preached in favor of freedom of opinion and religious toleration is still standing in the city of Salem. The original building was the first parish meeting-house erected in that place,

the date of the erection being 1631. This relic of the very first year of the settlement of New England, possesses several elements of interest, chief among which is its association with the man among our ancestors who seemed to have an idea of the spirit of toleration. It was in this building that he first enunciated those eternal principles that have made his name famous.

In 1632, one year after this old church was built, and while Roger Williams was still an acceptable minister at its altar, a rude farm-house was built in the same community by one of Salem's first settlers. Sixty years later the man who built and occupied it, then a venerable man of fourscore years, was dragged from the shelter of its humble roof and made to ascend "Witches' Hill," to become the victim of a weak and wicked popular delusion that overspread the whole community like a pall. . . . The two relics stand now where they stood then, and a recent visitor to the farm-house says that its oaken timbers are as sound to-day as when they were hewn from the primeval forest. Seven generations have passed away and these landmarks remain to impress upon the great nation that has risen on this continent the lessons taught by the experience of two hundred years. What is it but this, that all the glory of our country has been won by the embodiment in our laws and institutions of the liberty of opinion which Roger Williams taught? — *Boston Herald*.

[An exhaustive account of this frightful and disgraceful delusion, one of the darkest pages in New England history, has just been published by the man of all others, best able to write it, the Hon. C. T. Upham, of Salem; — *History of the Salem Witchcraft*, 2 vols, 8vo, Boston, Wiggin & Lunt.]

THE SEARCH AFTER TRUTH. There are four principal stumbling blocks in the way of arriving at knowledge,—authority, habit, appearances as they present themselves to the vulgar eye and concealment of ignorance combined with ostentation of knowledge. Even if the first three could be got over by some great effort of reason, the fourth remains. Men presume to teach, before they have learned, and fall into so many errors that the idle think themselves happy in comparison; and hence, both in science and in common life, we

see a thousand errors for one truth; and this being the case we must not stick to what we hear and read, but must examine most strictly the opinions of our ancestors that we may add what is lacking and correct what is erroneous, but with all modesty and allowance. We must with all our strength prefer reason to custom, and the opinions of the wise and good to the perceptions of the vulgar. And we must not use the triple argument, that is to say, this has been laid down, this has been usual, this has been common, and therefore it must be held by. For the very opposite conclusion does much better follow from the premises. And though the whole world be possessed by these causes of error, *let us freely hear opinions contrary to established usage.*—Roger Bacon, A. D. 1250.

IN THE QUARRY.

[From the Journal of Speculative Philosophy.]

Impatient, stung with pain, and long delay,
 I chide the rough-hewn stone that round me lay;
 I said — "What shelter art thou from the heat?
 What rest art thou for tired and way-worn feet?
 What beauty hast thou for the longing eye?
 Thou nothing hast my need to satisfy!"
 And then the patient stone fit answer made —
 "Most true I am no roof with welcome shade;
 I am no house for rest, or full delight
 Of sculptured beauty for the weary sight;
 Yet am I still, material for all;
 Use me as such — I answer to thy call.
 Nay, tread me only under climbing feet,
 So serve I thee, my destiny complete;
 Mount by me into purer, freer air,
 And find the roof that archeth everywhere;
 So what but failure seems, shall build success;
 For all, as possible, thou dost possess."
 Who by the Universal squares his life,
 Sees but success in all its finite strife;
 In all that is, his truth-enlightened eyes
 Detect the May-be through its thin disguise;
 And in the Absolute's unclouded sun,
 To him the two already are the one.

St. Louis, Mo.

A. C. B.

Editor's Department.

VALEDICTORY.

After a full and frank comparison of opinions, the Board of Directors of the Massachusetts State Teachers' Association have concluded that our views in regard to the proper conduct of an educational journal do not harmonize sufficiently with their own to make us a safe editor of the *Massachusetts Teacher*. We have come, upon reflection, to an entire agreement with this decision, and perhaps we cannot turn to better account this our last editorial appearance, than in defending that decision, and showing why it is impossible we could ever make a suitable Editor of the *Teacher*, as at present controlled, and why in fact it would be quite improper that our name should any longer appear upon its cover.

We have for many years been a student of the subject of Education in all its aspects and bearings, and have accustomed ourself to consider it as one of the moral sciences, so closely connected with ethics, politics, metaphysics and theology as to make it impossible to deal properly with educational questions without reference to those connections. We have habituated ourself to believe that the aspects of education change with the changing times, and that no revolution in morals, politics, religion or science can take place without implying a corresponding change in education. We are therefore specially interested in the questions of the day, the questions of progress, those which excite controversy and give rise to debate. We go so far as to believe that these are the questions of all others which an educational journal ought to handle, on which it ought to give all sides a hearing, and on which if it is to be jealous of the rights of any party above others, it should be the rights of the minority, because on such questions it is the minority who are often nearest the truth. All new ideas are some time or other in a minority of one. "Tell me," says a gentleman who differs from us world-wide in opinion, President Harris, in his recent able inaugural address at Bowdoin College, "tell me what some scholar is thinking in the solitude of his study to-day, and you tell me what in the next generation will be the watchword of progress and the staple of the hustings." We look upon an educational journal therefore as exactly adapted to be the arena for fair and courteous controversy, where the most diverse opinions can meet and be compared, where all sides shall have a hearing, so that out of such debate the truth may emerge the stronger. And inasmuch as we view the science of education, as we have said, as one of the moral sciences, we believe it to be so closely intertwined with all others that educational topics *cannot* be discussed with any profit without borrowing considerations from them all, and think that the writer on such topics had better not write at all unless he writes so frankly and fully as to disclose his honest convictions on all or any of the great questions which affect human destiny and human life.

It is obvious merely from this statement what an utterly unsuitable editor we are for a journal "whose pages are to be kept free from the introduction of party politics and controverted questions in theology." "Party politics" means political questions which people are thinking about; "disputed questions in theology" means questions in theology which people care about; and with both educational considerations are directly or indirectly concerned in such a way that no free and manly discussion can avoid them. We did indeed at first imagine that the resolution from which we have quoted the above phrases meant merely that the *Teacher* was not to be changed into a political or a theological, but should continue an educational journal, but that full liberty should remain to discuss the *educational aspects* of any question whatever; and in that sense we gave in our hearty adhesion to the resolution, for we believe that the very excellence of the journal consists in its being a professional publication. But further conference disabused us of this notion, and it became clear that no discussion even of educational topics was to be tolerated which should introduce views disagreeing with those of persons holding certain theological opinions, and therefore held by such persons to be "heretical." Now as we are ourself a "heretic," that is to say a person who in theological belief is now in a small minority, it is obvious, even if we had not already unhappily given evidence enough of the fact, how dangerous an editor we are for the *Massachusetts Teacher*: it did not take a very long conference to show us, with our views of freedom of discussion, how inconsistent it would be with proper self-respect to continue its editor any longer.

We therefore take leave of our friends, we hope in perfect kindness. They do not wish the sort of journal we wish to edit; we do not wish to edit the sort of journal they wish to have. A legitimate, if a narrow field remains open to their pages. There are many questions respecting the details of teaching which, carefully handled, need give rise to no controversy. They are not perhaps the most interesting questions, but they have the great advantage of ruffling no one's temper. There is a vast field of educational literature to draw from, in the shape of educational reports and other official documents. It is not perhaps the most entertaining reading, but teachers will always have the comfort of feeling that it is safe, and that it is improving.

If our friends do not wish to discuss disputed questions in their own journal, it is free to them to close its pages to such discussion, and no one has a right to complain. They may do what they will with their own. Happily for us there are other journals — and journals even of wider circulation than theirs — where such discussion is not only tolerated, but invited. Our friends do not therefore by their action prevent discussion; they only remove it to a wider arena and a larger audience. What effect their own refusal will have upon the estimate the public will set upon them it is for them, not us, to determine.

We think the public are in a temper to insist upon the full and thorough discussion of educational questions *somewhere*, with small regard to anybody's political or theological beliefs. We have fought as manfully as we could on the side of our fellow teachers, where we thought them abused; and on the subject of corporal punishment we have even incurred the charge of inconsistency in their

defence, because we honestly came to the conclusion that they were abused. But we must as honestly warn them that we think the agitation respecting corporal punishment is but a symptom of deeper-lying discontent, a discontent which their present action in regard to their journal will not have any particular tendency to allay.

Of the five hundred and seventy-three new subscribers to the *Teacher*, during the past year, nearly four hundred have come from outside the State of Massachusetts, and by far the greater number from those young Western States which are making such vast strides in educational progress. It would seem as if free discussion had suited somebody. We hope it is no indication that Massachusetts is doomed to surrender the lead in educational matters to her younger and freer sisters; yet for our individual self, we believe there can be no real educational progress without educational *freedom*. Now that we are fully apprised of the views of the Directors, we not only entirely acquiesce in their decision, but we feel that no considerations would tempt us to continue editor of their journal any longer. That would be to prove as false to our own views of its right conduct, as their re-election of us would be inconsistent with theirs.

Our little editorial labors during the past two years have been a source of real pleasure to us. Undertaken at first almost as a recreation, the task of conducting an educational journal rightly, according to our own views of what such a journal ought to be, has constantly grown upon us, till now we are the more willing to resign it, as the labor is almost inconsistent with other and graver duties and engagements. The best fruit of our little experience has been the friendship and acquaintance it has brought us with many admirable men and women who adorn the teacher's profession, a friendship which we believe no honest differences of opinion will ever avail to disturb. If we cannot respect so highly the spirit shown by others, we shall at least try to believe them as honest in their opinions as we are.

And so, with our best wishes for their happiness and prosperity, we take leave of all the readers, known and unknown, of the *Massachusetts Teacher*.

PRACTICAL DEPARTMENT.

A CRITICISM.

TO THE EDITOR OF THE MASSACHUSETTS TEACHER:

In Walton's Arithmetic, section 374, example 58 runs thus: "If a third of six be three, what will a fourth of twenty be?"

I propose the following solutions:—

1. The fourth of twenty will be five, whatever absurd supposition you make concerning the third of six. If the tongue of a wagon becomes a whiffletree, the spokes will remain spokes.

2. But suppose we introduce a similar change into the fourth of twenty which we have introduced into the third of six? I answer that I do not know what the operation was by which you changed the third of six into three. If it

was merely adding one to two, that operation would make the fourth of twenty become six.

3. The third of six, or $6 \div 3$, may be made equal to three by subtracting one from the denominator, or by adding three to the numerator. These processes would make $20 \div 4$ equal to $6\frac{2}{3}$ or $5\frac{1}{2}$.

4. We may change $6 \div 3$ into 3 by multiplying by 3-2, which would make $20 \div 4$ become $7\frac{1}{2}$.

5. We may change $6 \div 3$ into 3 by raising to the third power, adding one, and dividing by 3. The same process changes $20 \div 4$ into 42.

6. Or we may raise to the third power, add one, and extract the square root, which process would change $20 \div 4$ into 11.225.

7. In short, "if the third of six be three" the fourth of twenty remains five, or becomes 6, $6\frac{2}{3}$, $5\frac{1}{2}$, $7\frac{1}{2}$, 42, 11.225, or any other number that we please to make it, according to the process by which we imagine the third of six changed into three; showing the question to be entirely unfit for children.

CAMBRIDGE.

T. H.

It gave us great satisfaction to discover, after we had printed the article in our last number entitled "The Teacher's Calling" that it was written by a young lady of the Roman Catholic faith, the respected and successful Head Assistant in a large Massachusetts Grammar School. We should have printed it, not the less, but the more readily, if we had known the fact beforehand.

HINTS ON CERTAIN CHEMICAL EXPERIMENTS AND SIMPLE FORMS OF APPARATUS.

IN teaching the theories of chemical combination as at present established, it is important to show by experiment the volumetric composition of water, muriatic acid, and ammonia. I have long felt the need of some kind of apparatus for showing the composition of these substances, which should be cheap, of simple construction, easily manipulated, and which would give results sufficiently accurate and easily seen by a class. I have recently spent considerable time in devising forms of apparatus for these experiments, and have at length hit upon those which give very satisfactory results, and which are much simpler in construction and easier to be managed than anything I have seen described. I have been led to publish this account of the apparatus chiefly as an illustration of the fact that even difficult chemical experiments may be performed with simple and inexpensive apparatus. If my method and apparatus seem awkward and clumsy to any one, I hope that I shall be the means of doing at least some good by provoking him to publish his simpler and better way. I have no new experiments for illustrating the composition of these substances, but only simple methods of performing the experiments devised by others.

The simplest way to show that water contains two volumes of hydrogen to one of oxygen, is to decompose, by means of the electric current, water acidulated

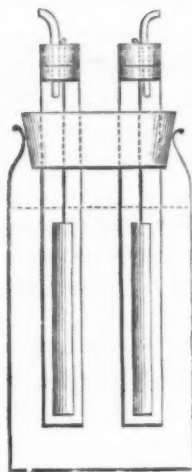


Fig. 1.

with sulphuric acid. To every five pails of water one part of strong sulphuric acid should be added. For generating the electricity six small cells of Grove's battery are amply sufficient. The decomposing cell which I use is shown in Figure 1. It is an ordinary wide-mouthed pint bottle. The mouth should be about two inches in diameter, and closed with a rubber cork, through which pass two glass tubes about five-eighths of an inch in diameter. These tubes pass nearly to the bottom of the bottle, and each is closed with a rubber cork, through which passes a small glass tube bent at right angles, as shown in the figure. A platinum wire also passes through each of these corks, terminated by a loop above and a hook below. Strips of platinum foil about four inches long and a quarter of an inch wide are hung from these hooks. The wires pass into the tube far enough for the platinum strips to reach to the bottom of the tube. The bottle is filled with the acidulated water to the top of the platinum strips. The rubber corks are now placed in the bottle, and the battery wires attached to the platinum loops. Hydrogen is set free at the platinum strip connected with the zinc pole of the battery, and oxygen at the other strip. These gases escape through the small bent glass tubes, and are collected over water in glass tubes closed at one end. The tubes which I use are twenty inches long and about three-quarters of an inch in diameter. Six cells of Grove's battery will fill one of these tubes with hydrogen in about five minutes. The tubes should be both of the same size, and it will be found that when the hydrogen tube is full, the other is just half full. Before measuring the oxygen, it is necessary to press the mouth of the tube down into water until the water stands at the same level inside and outside the tube, so that the oxygen, when measured, may be under the same pressure as the hydrogen. The gases may be tested in the ordinary way.

This form of decomposing cell is simple, cheap, and works well, and its construction is such that it may be used to illustrate the action of Grove's gas battery.

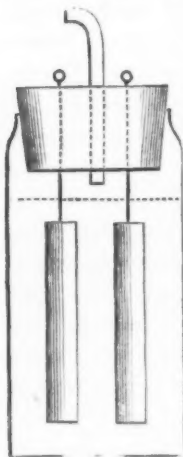


Fig. 2.

The method which I use for showing that there are equal volumes of hydrogen and chlorine in muriatic acid, is the one recently devised by Prof. J. P. Cooke, of Harvard College, and described in the September number of *Silliman's Journal*. The apparatus and manipulation have, however, been considerably simplified. The acid is decomposed by means of the electric current in a cell shown in Figure 2. This cell is a bottle, just like the one described above. Two platinum wires and a small glass tube pass through the rubber cork, as shown in the figure. The platinum strips used in the other cell are hung from these wires. As much of the chlorine is at first absorbed by the muriatic acid, it is desirable to keep the acid saturated with this gas. On this account the bottle

used as this cell should have a ground mouth and a glass stopper. When the cell is not in use, the rubber cork should be removed and the glass stopper put in its place. When first used none of the gas should be collected for analysis until the acid has become thoroughly saturated, which will take some two or three hours. While doing this the gases should not be allowed to escape into the room, but should be conducted into a jar over the pneumatic trough. Strong muriatic acid should be used. As the acid is a good conductor of electricity, six cells of Grove's battery decompose it with great rapidity. The hydrogen and chlorine



escape together through a glass tube, which is connected by a rubber tube to the top of a long glass tube shown in Figure 3. This latter tube is called the *absorption tube*. It is some twenty inches long and three-fourths of an inch in diameter. Its ends are closed with rubber corks, through which pass small glass tubes, as seen in the figure. It is held upright in a wooden clamp. The small tube at the bottom is connected by a rubber tube to a jar over the pneumatic trough. The mixed gases are allowed to pass through the tube from ten to fifteen minutes, in order that they may drive out all the air. The rubber tube is then slipped off from the glass tube at the top, which is kept tightly closed with the thumb. The rubber tube at the bottom is now pinched tight, the absorption tube removed from the clamp, and its lower end plunged into a solution of soda of the ordinary strength, and the lower cork of the absorption tube removed. The soda gradually absorbs the chlorine and rises in the tube. When it has risen some two inches, the tube, while its mouth is still under the soda, is again closed with a whole rubber cork. The soda in the tube is then turned backward and forward a few times, and the tube again opened under water. The soda has absorbed all the chlorine, and the water fills the tube just half full. The gas remaining in the tube is found, on trial, to be hydrogen. Of course it is necessary, in this experiment, that the corks fit air-tight. On turning the soda backward and forward a leak can be easily detected by the bubbles of air which will pass in around the corks.

Fig. 3. CAMBRIDGE HIGH SCHOOL.

J. A. G.

ANNUAL MEETING OF THE STATE TEACHERS' ASSOCIATION.

[Our journal was so far printed before the receipt of the following report, that we must leave to our successors the task of presenting the greater part of it. We give here the proceedings up to Friday afternoon.]

The twenty-third annual meeting of the Massachusetts Teachers' Association commenced in the City Hall at Springfield, on Thursday evening of the 17th of October. At an early hour, the spacious hall and galleries were crowded with a large audience of teachers and the friends of education from all parts of the State.

At half-past seven o'clock, the association was called to order by the President, C. C. Chase, of Lowell, prayer having been offered by Rev. H. M. Parsons, of Springfield. About forty young ladies from the High School, under the direction of their music teacher, Mr. Clark, greeted the members of the association with an appropriate song of welcome.

President Chase then introduced the Hon. A. D. Briggs, Mayor of Springfield, who, in a brief and pertinent speech, welcomed the teachers to the city and its hospitalities. Mr. Chase in glowing words spoke of the appropriateness of our meeting in Springfield at this pleasant season, and reciprocating the kind wishes of the Mayor, accepted his proffered hospitalities.

On motion of S. W. Mason of Boston, the President was requested to appoint a committee of one from each county, to nominate officers for the ensuing year.

On motion of D. W. Jones, of Roxbury, Messrs. Kimball, of Salem, Jones, of Roxbury, Hammond, of Monson, Philbrick, of Boston, and Hagar, of Salem, were appointed a Committee on Resolutions.

Prof. Seelye, of Amherst, was then introduced as the speaker of the evening. His leading idea was, that our present system of education is too material and practical, starving the souls of our children for the sake of *available* knowledge. Our education needs to be vitalized by something higher than these material aims. The Bible and Christian culture are the basis of civilization and education. It is virtue and piety rather than intelligence that saves a nation from downfall, and aids it in progress. At the close of the address the Convention adjourned.

FRIDAY MORNING, Oct. 18th.

The Convention assembled at 9 o'clock, President Chase in the chair. The exercises were opened with prayer by Rev. Charles Hammond, of Monson, after which, the President announced the Committee on Nominations, consisting of Messrs. Mason, Hills, Phipps, Daniell, Boyden, Greene, Hubbard, Bradley, Stearns, Blackinton, Frisbee, Hagar, Howe and Averill.

Mr. Hammond then offered the following Resolution :

Resolved, That a committee of two from each county be appointed to consider the *Massachusetts Teacher* editorially and financially, and report during the first hour of the session to-morrow.

Mr. Hammond spoke at some length upon the character of the *Teacher*, and was followed by Hon. John D. Philbrick upon the same subject, after which the resolution was laid upon the table.

Rev. H. G. Harrington, Superintendent of public schools in New Bedford, then delivered an address upon the subject: "How can we popularize our high schools, and supply them with more and better material?" He thought the small number of pupils in those schools owing to a strained and false standard of qualification for admission. The studies in the grammar schools are technical, — too much time being given to arithmetic and grammar, and not enough to language, literature, physiology, and natural science. By the present system, the great mass of children are prevented from enjoying the benefit of the high schools. Teachers are often constrained, against their better judgment, to teach

what they know to be useless, and there is nothing for which they so long, as freedom to teach according to their consciences. God speed the time when the useless stuff called grammar, now drilled into our children's heads, shall cumber them no longer.

On motion of Mr. Jones, the President was requested to appoint four gentlemen to receive subscriptions for the *Teacher*.

A recess of five minutes was followed by a very creditable exercise in gymnastics by the pupils of the Hooker school.

Quite an animated discussion on the subject of Mr. Harrington's essay was participated in by Messrs. Hammond, Hills, Brown of Tufts' College, Brown of Boston, Hagar of Salem, and Lincoln of Boston. The speeches generally were opposed to Mr. Harrington's views.

Adjourned.

MEETING OF HIGH SCHOOL TEACHERS.

During the session of the Massachusetts Teachers' Association, held in Springfield on the 17th, 18th and 19th ult., a meeting of High School Teachers was held to take some measures to secure, if possible, a uniform standard for admission to the several colleges of the State. H. R. Greene, of Worcester, was chosen Chairman, and W. F. Bradbury, of Cambridge, Secretary.

The subject was discussed by Messrs. Burnham, of Newburyport; Bradbury, of Cambridge; Sherwin, of Boston; Hammond, of Monson; Rolfe, of Cambridge; Cooke, of Wilbraham; Grim, of Boston; Howe, of W. Roxbury; Pierce, of Chicopee Falls; Wenzell, of Marlboro; Brackett, of Lexington; Bigelow, of Newburyport; Whitney, of Watertown; Philbrick, of Boston; Smith, of Boston; Stebbins, of Springfield; Greene, of Worcester; and Prof. Atkinson, of Cambridge.

Of these teachers actually engaged in fitting boys for college, it was nearly if not quite, the unanimous opinion that, in the time generally allowed for fitting boys for college, much better results could be obtained by reading a less amount of Latin than is now required for admission to Harvard College; that *at least*, the last six books of the *Æneid* ought to be omitted from the requirements. Others, however, expressed the opinion that the quantity ought not to be decreased, but that less of the technicalities of Latin and Greek grammar should be required. In relation to the amount of Greek that ought to be required, there was considerable difference of opinion. As the question of the relation of the college to the high schools and academies is one of the highest importance, and opens a wide field for discussion, it was voted that a meeting of the teachers of the High Schools and Academies in the State should be held at such time and place as should be determined by the Chairman and Secretary of the meeting. It has already been decided, that this meeting shall be held in Boston on Friday, Feb. 28, 1868, commencing at 10.30 o'clock, A.M. Notice of the place of meeting will be given hereafter. It is hoped that every teacher of such schools will make an effort to be present.

H. R. GREENE, *Chairman*.

W. F. BRADBURY, *Secretary*.

[We trust that this adjourned meeting will be largely attended. We think (individually) that the future prosperity of classical study depends greatly upon some reform being made in the present preposterous system of classical instruction.]

Studies at Harvard College.— We have been favored with the following programme of studies as at present arranged at Harvard College. We think we see some practical difficulties in the working of the plan, especially as regards the Sophomore Class, but we welcome this important step towards that freedom of choice in studies which should distinguish a University from a High School. The inauguration of a new system, together with the increase in the average age of students in attendance, will result, we believe and hope, in placing Harvard College in a new and higher position than she has ever yet attained.

"The following plan of College Studies has been adopted for the academical year 1867-1868 :

I. All the studies of the FRESHMAN CLASS are *required*, as at present.

II. The *required* studies of the SOPHOMORE CLASS are Chemistry and German (each two hours a week through the year), History, Rhetoric, and Philosophy (each two hours a week one term). The *elective* studies are Greek, Latin, Pure Mathematics, and Applied Mathematics. Of these elective studies each Sophomore must choose *two*.

III. The *required* studies of the JUNIOR CLASS are Philosophy (two hours a week) and Physics (three hours a week). The *elective* studies are Greek, Latin, Ancient History (in Greek text-books); Mathematics, Chemistry, Natural History; the English Language, and German. Of these elective studies each Junior may choose *three* or *two* (at his pleasure), and receive marks for the same. In each elective department there will be three exercises a week. Spanish and Italian may be taken as extra studies (without marks), with two exercises a week in each, and are *required* of those who propose to elect these languages in the Senior year.

IV. For the SENIOR CLASS of 1867-1868 the *required* studies are Philosophy (including Logic, Political Economy, and Ethics), History, and Constitutional Law. The *elective* studies are Greek, Latin, Mathematics, and Advanced German, each with a maximum mark of *eight*; and Italian and Spanish, each with a maximum mark of *six*. Seniors who choose one of the *first four* elective studies will be required, if judged by the Faculty to be not qualified to pursue it, to take another elective study in its place. *One* elective study *must* be taken; one other *may* be allowed, but only as an *extra*.

After the next academical year (*i. e.*, beginning with 1868-1869), the *required* studies of the SENIOR CLASS will be History, Philosophy, and Ethics (*together* five hours a week). The *elective* studies will be Greek, Latin, Mathematics, Physics, Chemical Physics, History, Philosophy, and Modern Languages (French, German, Italian, and Spanish). In each elective department there will be three exercises a week. Each Senior may choose *three* or *two* electives (at his pleasure), and receive marks for the same. Special students for honors may be permitted to devote the whole nine hours to *two* elective departments,

under such restrictions as may be prescribed. Marks will be allowed in Modern Languages in the Senior year to *advanced students* only.

Special honors will be assigned at graduation (in the diploma or in some other appropriate manner) for distinction in the elective departments.

N. B. — The courses of study given above do not include Lectures, Themes, Forensics, or Elocution.

At Yale College, German has been made an optional study in the place of Astronomy and Latin in the first term of the Senior year. By this plan, and by the recent appointment of French as a prescribed study in the Sophomore year, much more attention will be given to modern languages hereafter than heretofore.

Progress. — The Head Master of the famous old Shrewsbury School, in England, has intimated that Latin verse-making will not hereafter play so prominent a part in the work of the school. At English Cambridge, according to the *Pall-Mall Gazette*, "less composition in verse will hereafter be required in the Classical Tripos, and Magnetism and Electricity will be added to the list of subjects for the Mathematical Tripos."

The Eyes of School Children. — Dr. Herman Kohn, of Breslau, has published an interesting little book on near-sightedness, in which he affirms that he has examined the eyes of ten thousand eight hundred and sixty school children, and found that more than one in six were short-sighted. There are four times as many short-sighted children in the town as in the country, and the evil increases just in proportion to the amount of study exacted of the children.

A Philadelphia correspondent points out an odd blunder in one of our popular geographies, in the following statement, — "Antipodes are those who live on exactly opposite sides of the earth. *Our antipodes are the Chinese*, their feet pointing directly at ours." The writer must have had singular notions respecting attraction, or he could not have had his globe at hand when he was writing.

A Classical Invitation. — One of those disagreeable creatures who are always bothering us with their quotations from foreign languages, (Dr. Paine,) sent the following note to invite the members of a medical club to his residence: "Doctores! Ducum nex mundi nitu Panes: triticum at ait. Expecto meta fumen tu te & eta beta pi. Super at Tento uno: Dux, hamor clam pati, sum parates, homine, ices, jam, etc. Sideror Hoc. 'Festo resonan Floa sole.'" — *Advertiser.*

INTELLIGENCE.

Ohio. — We are happy to announce that so able an educator as A. J. Rickoff, Esq., who retired some eight or ten years ago from the superintendency of the schools of Cincinnati, to engage in private instruction, has been induced to return to his first love—the work of public education. At the organization of the Board of Education of the city of Cincinnati, in July last, Mr. Rickoff was elected to the office of Superintendent. This was during his absence, and without knowledge on his part of the intention of the Board, and he declined the

office at the salary attached thereto. At this juncture, the Board of Education of Cleveland stepped in and tendered him the superintendency of the schools of that city, at a salary of \$4,000. This offer he accepted, and he is now again engaged in a responsible position in connection with common schools. We most cordially welcome him back to the ranks of the educators of the people. — *Communicated.*

Prof. Faraday, the great chemist, who has recently died, aged seventy-three, was an "uneducated," self-made man, the son of a blacksmith. He attended Sir Humphrey Davy's lectures, attracted his attention, and by him was taken into his laboratory at the Royal Institution where his own labors were afterwards so successful. He was one of the great men of science who knew how, and did not disdain to lecture to children, which he did every year at the Royal Institution. Two such courses of juvenile lectures—"On Physical Forces," and "On the Chemistry of a Candle,"—have been published, reprinted by the Harpers.

BOOK NOTICES.

We have received from our publishing friends—and we cannot close this part of our editorial labors without returning our thanks to them for their many favors,—a number of books, which, under other circumstances, it would have given us pleasure to notice critically. From our friends ALEXANDER WILLIAMS & CO., to whom we have been indebted for so many of the publications of the Messrs. HARPER, we have *Home Fairy Tales*, by Jean Macé, (author of that nice little book, "History of a Mouthful of Bread,") translated by Mary L. Booth. Let no one buy his Christmas presents for the children without examining this beautiful book with its very effective pictures in the style of Doré. And let no one buy his Christmas presents for older friends without examining the beautiful illustrated edition of Whittier's *Snow-Bound*, which Messrs TICKNOR & FIELDS have sent us. Many illustrated holiday books are mere monuments of vulgarity and bad taste; but this is really beautiful. We never saw anything of the kind that seemed to us in more perfect taste.

Of the *Guardian Angel*, by Dr. Holmes, we need only announce the publication in book form by the same firm, with a preface which we cannot venture to do more here than recommend our readers to peruse.

MESSRS. CROSBY & AINSWORTH send us *The Cambridge Course of Elementary Physics; Part Third: Astronomy*, by W. J. Rolfe and J. A. Gillet, of the Cambridge High School, and *Elements of Natural Philosophy, a Book for Beginners*, by the same. We must leave to our successors the task of criticising these books; we can only say that they make a very handsome appearance, and that we are particularly pleased at seeing an attempt, and we have no doubt a good one, at making a simple Natural Philosophy for Grammar Schools, where, as our readers know, we are decidedly of opinion that the rudiments of Physical Science ought to be taught.

MESSRS. LEYPOLDT & HOLT send us a book which it gives us the greatest pleasure to see,—*A Manual of Anglo-Saxon for Beginners*; comprising a Grammar, Reader and Glossary, with Explanatory Notes, by Samuel N. Shute, Professor in Columbian College, Washington, D. C. Here in the brief compass of 195 duodecimo pages is all that is needful to enable grammar and high school teachers to gain a mastery of the elements of a tongue which is not so much the parent of English as English itself. We hope the time is soon coming when no high school or grammar master will be considered fit for his place who is not acquainted with at least the rudiments of Anglo-Saxon.

No word that comes from Prof. Goldwin Smith ought to be neglected. He is

not only one of the noblest and freest of England's thinkers, but he is one of the masters of English style. We hope, therefore, that his little book, *Three English Statesmen* (Pym, Cromwell and Pitt) a Course of Lectures on the Political History of England, in the handsome form in which the Messrs. HARPER have published it, will have a wide circulation in this country.

From Messrs. G. P. PUTNAM & SON, we have received *Atlas to Fay's Great Outline of Geography, for High Schools and Families, with a Text-Book*. This is a work on which the Hon. Theodore S. Fay, for many years U. S. Minister to Switzerland, has been long engaged. The Atlas, containing three maps of the World on different projections, two of the United States, one of Europe, and one on a larger scale of Central Europe, together with various subordinate maps and diagrams, exceeds in beauty any school Atlas we ever saw. It was executed in Europe, and has the indorsement, as regards accuracy and faithfulness, of those eminent geographers, known to all students of German pedagogy, Kiepert and Von Sydow. It has also a flattering testimonial from the great Humboldt. Of the peculiar system contained in the little manual which accompanies it, we do not feel qualified to speak; but this is clearly a work which teachers cannot afford to overlook, and we heartily commend it to their attention.

Messrs. SCRIBNER & Co. have sent us an addition to Guyot's Geographical Series, of which we have already spoken so fully, in the shape of a small quarto *Intermediate Geography*, for country, district and ungraded schools. We should think it a very good book for the purpose. The maps are clearer and better than those in the larger work. With such maps as Guyot's and Fay's in the market, the old, unmeaning daubs of red, blue and yellow, should be banished from all school-rooms.

Messrs. COLTON send us the first number of *Colton's Journal of Geography and Collateral Sciences*, a Record of Discovery, Exploration and Survey: issued quarterly from Colton's Geographical Establishment. \$1 per annum. The idea of a geographical periodical is an excellent one, as all know who are familiar with the admirable Petermann's Mittheilungen issued from the great establishment at Gotha. We hope the Messrs. Colton will be encouraged to enlarge their journal, and issue it more frequently.

We have room only to mention an *Elementary German Grammar*, by James H. Worman, from A. S. BARNES & Co: Miss Yonge's *Landmarks of History; Middle Ages*; revised by Edith L. Chase. (12mo, pp. 252. Leypoldt & Holt.) A charming French Story, *Histoire d'un Conscrit de 1813*, par Erckmann Chatr-ian, with notes by Prof. Böcher, (12mo, pp. 236, Leypoldt & Holt,) and *Jean Baudry*, a comedy, being No. 9 of the College Series of Modern French Plays, edited by the same: *Sweden and Norway*, Sketches and Stories by M. G. Sleeper, a juvenile, from Messrs. GOULD & LINCOLN, and *Young America Abroad*, and *Breaking Away*, two new juveniles, by the inexhaustible and ever popular Oliver Optic, from Messrs. LEE & SHEPARD: and finally, a new edition, the *twenty-first*, revised and enlarged, of that pocket mine of information for engineers and mechanics, *Haswell's Engineers' and Mechanics' Pocket-Book*, (12mo, Harpers, neat morocco, tuck) and *Manual of Physical Exercises*, by Wm. Wood (Harpers).

OUR GRAMMAR SCHOOLS: Why do they not furnish more and better material to our High Schools? a Lecture read before the Mass. Teachers' Association at Springfield, Oct. 19, 1867, by Henry F. Harrington, Superintendent of Public Schools, New Bedford, Mass. Boston: Crosby & Ainsworth. 8vo, pamphlet, pp. 38.

This is an outspoken criticism of our public school course of study, and after all we have said on the subject, we need hardly say that we are strongly in sympathy with the author's views. That our school course is no better, however, we think is much more the fault of parents and the public than it is of teachers themselves. We hope this lecture will be widely read.

OUR NATIONAL SCHOOLS OF SCIENCE, by Daniel C. Gilman; reprinted from

the North American Review. Boston : Ticknor & Fields. NEW PHASES of the school question in Connecticut, by D. C. Gilman, reprinted from the New Englander. Two pamphlets by the accomplished Yale Professor, which we hope will meet the eye of many teachers. We heartily rejoice at all the offsets to our own "dismal" picture which Prof. Gilman's better knowledge discovers in the educational condition of Connecticut. Of course, no New England State can *long* be kept back by the efforts of even the most determined of obstructions.

GREEK ELEMENTS, including the most useful roots, derivatives and inflections, compiled by Joseph H. Allen, Cambridge, Mass. Boston : Crosby & Ainsworth.

This is not a book — only four neatly printed pages of letter-sheet which can be folded up and sent in an envelope, and is "an attempt to bring into a single view those parts of the grammar and dictionary which are of the most constant and tedious reference." It is the result of the experience of a learned and accomplished classical teacher, and has been revised by Profs. Goodwin and Sophocles of Harvard College. Attempts to simplify the elementary study of Latin and Greek grammar, are much to be commended. Classical learning is perishing under a load of too cumbrous text-books.

GRAMMATICAL DIAGRAMS, defended and improved; with directions for their proper construction and application, accompanied by a comprehensive outline of classification, and a complete scheme of examples for practice, by Frederick S. Jewell, Ph. D., author of School Government, 16mo, pp. 207, New York : A. S. Barnes & Co.

This little book is filled with odd-looking diagrams suggestive of small steam boilers, tuning forks, keys to patent bank-locks, and the complicated arrangements of bottles and tubes one sometimes finds in treatises on Chemistry. On examination they prove to be the graphic representation of a system of grammatical analysis of English sentences. We should think it might be entertaining to make them, and can imagine schoolboys of an inventive turn of mind adding ornamental appendages in the intervals of that profound devotion to abstract thought which characterizes schoolboys, that might make their particular copies of the book very unique performances indeed. When it comes to the usefulness of the thing, we confess we have our doubts. The book seems to us adapted to assist just one class of students — those who ought to be studying something else. We think grammatical analysis as usually pursued, a barren and useless study; a course of lessons in Chinese puzzles would be just about as valuable. We want to see the study, not improved, but *banished* from the lower schools, and the time uselessly spent upon it filled up with *reading* good prose and *learning* fine poetry by heart, instead of tearing it to pieces in an analytical mill: and with writing compositions about real things instead of painfully learning the rules by which to do it afterwards. We don't teach children to walk by *first* teaching them the anatomy of their legs. Beyond the simplest rudiments such as might all be contained in a little book of twenty pages, we would have the whole subject of Language reserved for the *High School*, and there pursued properly in its connections with logic and rhetoric, and in the light of the modern science of General and Comparative Grammar. Whether in a higher course of study a place would be found for this odd-looking little book, experience must determine, but we have our doubts.

The publishers of EATON'S excellent and well-known Arithmetics have employed Prof. H. A. NEWTON, of Yale College, to prepare the exposition of the new Metric System, which is to accompany their books. It has been added as an Appendix, and may be had separately, neatly bound in cloth. The name of Prof. Newton is a sufficient guarantee that the work has been well done. Single copies may be had, post paid, on receipt of 10 cents, from the publishers, Taggard & Thompson, 29 Cornhill, Boston.

Scribner & Co. have sent us a neat little 8vo journal, "The Book-Buyer," intended chiefly to draw attention to the books

and Co., and those published by Charles Scribner & Co., to be had by enclosing 25 cents for postage. The books of both firms are among the best in the market, and our book-buying friends will do well to send for The Book-Buyer.

THE POSITIVE PHILOSOPHY.—An Oration delivered before the Phi Beta Kappa Society, of Amherst College, July 9, 1867, and before the Phi Beta Kappa Society, of the University of Vermont, Aug. 6, 1867, by A. P. Peabody, D.D., LL.D., Preacher to the University, and Plummer Professor of Christian Morals in Harvard College. Boston: Gould & Lincoln. 8vo, pp. 28.

[The following criticism was in type for our last number. We have hesitated somewhat about printing it in this, but have come to the conclusion that, inasmuch as the address itself was read before two educational institutions by a gentleman who is a teacher in a third, and inasmuch as we have quoted a most orthodox Doctor of Divinity, the tinge of heresy which the attentive reader will observe in it may this once be forgiven us.]

Dr. Peabody has selected a topic for his oration, which, like all other topics in science and literature, is closely connected with theology. We shall make no apology in an educational journal for dealing as frankly with it as does Dr. Peabody before the literary societies he addresses. It is simply impossible in discussing educational subjects to keep out of sight their theological bearings, and that is but a wretched emasculate education-philosophy that undertakes to ignore them.

With Dr. Peabody's views, in regard to the scope and character of the so-called "Positive" Philosophy, we heartily sympathize, and in a page or two of his oration he gives an excellent summary of this hopeless and heartless scheme. But while we sympathize with his condemnation of this modern revival of materialism, we think he greatly exaggerates its influence; and in putting it as the representative of the spirit of modern research does grievous injustice to the modern scientific spirit. In England, we do not understand that the disciples of Comte, however prominent may be a few of their number, are in the ascendant. They have indeed recently succeeded in excluding one of the ablest and most eloquent of living English metaphysicians from a chair which he of all Englishmen was especially qualified to fill; but their course has excited strong disapprobation. The influence of Stuart Mill is doubtless just now very great, and, considering his eminent ability, deservedly so, with the younger generation of English students, but it is by no means paramount, nor is Mr. Stuart Mill a "positivist" pure and simple. To deal with modern science as though its sole representative were the little school of followers of the erratic Frenchman, is, as we have said, to take a very narrow view of its tendencies and scope.

That there is much in the spirit of modern science that is at variance with the theological views of Dr. Peabody, it would be vain to deny, but it is on very different grounds from those of the "positive" philosophy. The modern scientific spirit is not necessarily either irreligious or unspiritual, as readers of his oration might fairly be led to conclude. It does not necessarily lead to a denial of the existence of God as the great First Cause of the material universe, or to a disbelief in an immortality hereafter. It is so far from this that we venture to affirm that the *true* spirit of modern science tends wholly in the direction of the highest and most spiritual faith—a faith, as we believe, infinitely superior in all its results to the narrow literalism which Dr. Peabody would have us accept as the only possible alternative to the grovelling materialism he denounces. That the study of science has been carried far beyond that narrow literalism is in our view not an evil, but the greatest of blessings, not only for science, but for theology as well.

We do not believe that the tendency of the spirit of modern science is godless or atheistic. It is a conclusion that can only be drawn from the observation of passing phases of modern thought, from a survey of its surface rather than its depths. That the great movement onward is bursting the bonds of creeds and formulas, that religious sectarianism and religious bigotry are coming to an end,

that the adherents of some narrow sect can no longer arrogate a claim to dictate to their fellow men and condemn them to everlasting punishment for not believing as they do, that the opponents of Geology will soon be where the opponents of Galileo went before them, that reverend defenders of the scriptural authority for human slavery meet the contempt they deserve, we rejoice to believe; but we rejoice in the interests, not as opponents of true spiritual religion. Our faith in a God as ruler of the universe and in the moral as well as the material laws which govern us, is confirmed and strengthened by every step we make in the understanding of modern thought.

We are far from attributing to Dr. Peabody any intentional injustice to the spirit of this modern thought, yet we think he has done it unintentionally the greatest injustice in placing "Positivism" as its sole representative. The half-insane Frenchman did unconscious homage to the religious sentiment of humanity in that grotesque travesty of religion which was the work of his old age. That the creeds and formulas of any extant Church in Christendom are sufficient representative of a religious belief which shall be commensurate with the scientific knowledge of the day, he would be a very bold man who would venture to affirm; but so far from sharing in the fears of the timid in regard to the tendency of that knowledge, we believe that it is out of it and it alone that a deeper and truer religious life will at last emerge.

"It cannot be denied," says the Rev. Dr. Hanna, in the *Contemporary Review*, "that with many individual exceptions, a good deal of suspicion exists at present between clergymen and men of science. While Science is threatening to warn the clergy off its premises altogether with a vigorous denunciation of theological prepossessions, the clergy are too often disposed to look with fear and anger on the position assumed by their scientific assailants. In fact, they are angry *because* they are fearful. They cannot exactly estimate the danger, and they are not sure whether the monster which threatens them is a bugbear or a giant, or whether he may not after all turn out to be a good angel in disguise." It is our profound belief that he will turn out to be the latter.

STODDARD'S **RUDIMENTS OF ARITHMETIC**, embracing mental and written exercises for beginners, by John F. Stoddard, A.M. New York: Sheldon & Co.

No one in our judgment is competent to give an intelligent verdict in regard to the merits of a series of arithmetics as compared with their many rivals, but a master who has actually put a class through them. In many cases the question is simply a question of comparative cheapness and quality of material, and typography. This book has some little trifling improvement, that one some other. A good teacher cares little for either, spite of loud trumpetings of prospectuses. Other books are positively objectionable in actual practice from want of clearness and precision of statement, or want of orderliness in arrangement, defects which come out when the book gets into the hands of dull scholars.

We frankly say that we do not know which of the innumerable series of arithmetics is the best. Of many we presume it may be said that one is just as good as another. We think the question of much less importance to school committees than which *teacher* is best; and other things being equal we prefer the cheapest and the best printed. Of the present one, confining ourselves strictly to our own knowledge, we can say that it is a fairly-printed little book, and has a picture on its cover, representing as we guess, Sir Isaac Newton and his dog Diamond after Diamond had done that naughty piece of mischief for which he is famous in a story which we believe now ranks as one of the "*mock-pearls*" of History.

ANALYTICAL FIRST READER, by Richard Edwards, LL.D. President of the Illinois State Normal University, and J. Russell Webb, Author of the *Normal Readers* and *word-method*. Small 12mo, pp. 80, New York: Mason Brothers. Boston: Mason and Hamlin.

We should be favorably inclined to this little primer if it were only for its very

pretty pictures. We think very much of pictures as an educational agency and the best are none too good for children. It is a shame to miseducate the eye of children as some of our schoolbooks do by the illustrations which are facetiously said to *adorn* them. The pictures in this and we believe in other volumes of the series are by that remarkable artist Nast; best known as a caricaturist of very original powers.

We believe also in the word-method, and wish that primary teachers would give a fair trial to this primer and the very neat set of charts which accompany it. If any do, we wish that they would report to us the results, and their opinion of the word-method, as compared with others. We wish also, that a fair and thorough trial might be made of the primer belonging to Hillard's series, which has been printed on Dr. Leigh's system, and that that again might be compared with the similar system of the Rev. Mr. Zachos. What is wanted in all these matters is the carefully recorded results of careful experiments. We solicit such for the pages of the *Teacher*. Nothing in education is more important than the devising of ways to help the little learner over the first steps.

Mrs. Putnam's Receipt Book and Young Housekeeper's Assistant. New York: Sheldon & Co; 12mo, pp. 322. Mrs. Putnam's Book is already so well known that it is only necessary to say that this is a new and enlarged edition, with the addition of some bills of fare and some practical directions to young housekeepers.

The Lover's Dictionary: a Poetical Treasury of Lover's Thoughts, Fancies, etc., indexed with nearly 10,000 references; stereotyped in London. New York: Harpers; 12mo, pp. 788. The elegant book ought to be a great favorite, spite of its silly title; it contains some of the sweetest and best poetry in the language, on the most attractive of all poetic themes. From Chaucer to Tennyson there seems to be hardly a poet of any note, on either side of the water, who is not represented here; not less than 310 names are to be found in the Index. The editor tells us that he began the compilation not less than thirteen years ago, and that "few or none of the hopes, fears, conditions or contingencies of 'mighty love' will be found without their appropriate strain. Many of these lyric leaves are matchless in their beauty; full of playfulness of fancy and of poetic feeling, and nothing has been admitted which can wound the many pure, bright eyes, which the editor trusts will read them." Our hair is getting gray, but we shall none the less keep the beautiful book upon our desk, and often turn to its pages.

CIRCE: a novel, by Babington White, otherwise M. E. Braddon. Bad rubbish.

CARLYON'S YEAR: a novel, by the author of "Lost Sir Massingberd."

THE TENANTS OF MALORY: a novel, by J. Sheridan Le Fanu.

CHRISTMAS STORIES and SKETCHES BY BOZ, in one vol. Diamond edition: Ticknor & Fields.

AN OCCASIONAL DISCOURSE ON SAUERTEIG; BY SMELLFUNGUS.*

Why does not somebody re-print this laughable little *brochure*? It is a capital critique of Mr. Thomas Carlyle's philosophy, in the shape of a most perfect and amusing travesty of his style. Readers who have attempted to wade through the two first volumes of his *Frederic*, will relish the following account of them; and the reader who is most familiar with "Carlylese" will best appreciate the parody.

"With slight prelude and jargonings of the understood sort, — hero-hood! earnest soul! noble life! — other the like ineffable cants and jargonings most

* Mill and Carlyle: An Examination of Mr. J. S. Mill's Doctrine of Causation in relation to moral freedom, with An Occasional Discourse on Sauerteig, by Smellfungus. By Patrick Proctor Alexander, A. M. 12mo. Edinburgh: minimo.

peremptorily *not* to be here inflicted on poor innocent readers, Sauerteig, in a really rather clever, by no means quite inartistic way, will treat as a *whet*, in the first instance, to some life-image and visual presentment of the hero, Grimwold, — presentment palpably well done in the approved Sauerteig manner. Stalwart, high hero-figure; *steel* figure on occasion mostly in some dubious, uncertain wrappings of buff or the like jerkins and other Middle-Age ware. . . .

A bit of historic portraiture not without merit in its way; slight, not inartistic, preliminary *cookery* of Grimwold, and whetting the reader's appetite for him. Judge of our blank bewilderment of mind when, turning the page briskly to a new chapter, anxious to make further acquaintance with this interesting hero-figure, we find ourselves discussing with Sauerteig, — *what* in the fiend's name does the gentle reader suppose? By the eternities! O reader! no other, — Adam and fig-leaves; fall of man; thence downwards, by a very slow coach indeed, through Noah (certain domesticities, incidents here, treated with a free humour amusing enough but questionable in these demure times). Noah! infinite other dreary patriarchs; Hebrew eras; old Roman, old Greek eras; still on on till finally we find ourselves wandering lost creatures (our high Grimwold gone from us, as should seem probably forever) wandering wandering in thick inextricable jungles of Wends, Kurfursts, Margraves and the like dolefullest 'ghosts of defunct bodies' still passionately seeking for a Grimwold, and alas! finding none; no thrice-accursed Wend or Kurfurst of them all able to afford the least hint of our Grimwold. Ye heavens! it is quite too bad; our hero — Grimwold is where we had an interest and disbursed two pounds to get news of him a little, rapt away from us so; and served up to us here instead of him were disinterred carrion of Wends, Kurfursts, Margraves — doleful creatures, of interest now to no soul, extinct, unavailing; available to thee, O Sauerteig, for making of things called books at a somewhat severe figure; otherwise forever unavailable, uninteresting; dole poor interest we could have in them to put them swiftly shovelled under ground again if we could, not without deep execrations. Disinterred carrion. O Sauerteig! palpable carrion; at the somewhat severe rate of one pound *per* volume down for it! phenomenon which even in a 'swindler century' may be calculated to excite remark. Of a Sauerteig who advertising his hero, Grimwold, to us, finds it needful, after one glimpse given of him, to retire upon 'Adam and fig-leaves,' and thence with extremest tedium through nameless imbroglios of universal Human History and stupidity, to work downwards towards his Grimwolds, thus much may be said at least, that he has hit upon a novelty in historic method. 'Igdrasil the Life-tree.' Shriekest thou, O Sauerteig? as partly we seem to hear thee shriek; 'Igdrasil! and how it all *grows* and through all times, and branchings of it is ever mysterious, *one*.' . . . Reflections, O Sauerteig, scientifically satisfactory to us from of old, yet somewhat, it should seem, of the barren species, on their own essentially rather poor basis satisfactory; distinctly *not* satisfactory to us; bosh to us, balderdash as regards the present matter, the just rage of us desperately seeking our Grimwold (having paid our poor two pounds for him) seeking, seeking through wastes of mere Wends. Kurfursts. . . . On the whole, to dismiss this sad Kurfurst business, one feels much inclined, on the head of it, supposing such feat achievable, to *kick* Sauerteig, as to some extent a *sham* and imposition, and desire him to refund some proportion of the moneys too plainly filched from us."

The Juvenile Magazines. — Times have changed since we used to read the homely little Juvenile Miscellany, and think its little wood-cuts miracles of art. Our young people have their choice now-a-days of gorgeous covers, elegant engravings, and exciting and interesting stories. Much of it is good; some of it we do not like so well as the plainer fare of a preceding generation. Yet commendable pains is taken in catering for the juvenile taste, and our publishers vie with one another in the beauty of their little journals. *Our Young Folks* comes adorned with a pretty large sheet, colored print, and full of good stories.

The elegant *Riverside* keeps up fully to its reputation, as on the whole, the most elegant. Mr. Allen's more modest *Student and Schoolmate* is always marked by great care in the selection of suitable matter; and last, not least, the charming and unique little *Nursery*, for the very littlest folk, has lately come adorned with pictures by that delightful children's artist, Oscar Pletsch. Of some famous cattle painter it was said "that he entered into the innermost nature of a sheep," and no one can look upon Oscar Pletsch's work without saying that he has entered into the innermost nature of a child. The *Nursery* is a nice little magazine, and deserves its great success.

We regret that a mistake at the office of our excellent printers—and we cannot take leave of them without a hearty recommendation of their establishment to all our readers—has a little delayed the appearance of this number.

Erratum. — On page 380 of our last number, readers are requested to alter the words "secular nature," in the twelfth line from the bottom, to "social culture."

P A R I S .

[Foreign Correspondence.]

PARIS, Oct. 13, 1867.

Those of your readers who are endowed with a literary taste will learn with interest that American typography is well represented by another triumph of the Riverside Press in the shape of a superbly bound copy of the last edition of Webster's Dictionary. Like the "Notes on Columbus," this is incomparable in its way, and there is no other work of the kind at the Exhibition which even comes near it. I have never taken any part in the warfare which has so long raged between the great lexicographical W's, and care not a straw whether "traveller" is spelt with one "l" or two, but I cannot refrain, at the sight of a monument of the printer's skill so express and admirable, from offering my hearty, and let me add, unsolicited commendation. I regard it, every time I enter our department, with a truly patriotic glow at the thought of its superiority to anything of that kind which the publishers or printers of England or France have produced. It is now considered throughout the continent of Europe, not only the authority *par excellence* in English lexicography, but as the characteristic American book. It is better known and more widely circulated than any other. I have met with it at the Imperial Library in Paris, the Library of the British Museum, the Athenæum and other London Clubs, and numerous other places. I have heard of it from Turkey, India, China, and even Japan. It is everywhere deservedly applauded for the elegance of its type, the distinctness of the impression, the beauty of the engravings, and the vast amount of information condensed within its covers. To the great talents of Dr. Webster it is in its present state a noble and meritorious offering. When I look back upon the first edition, and think of the small beginnings from which it sprang, and of the solitary love and undaunted zeal with which its author laid the foundation of so noble a structure, I cannot check, nor would I if I could, the flow of my esteem for a character thus bold and reliant, and so worthy an affluence of our New England institutions. Like Columbus, when he began his labors, he embarked upon an almost unknown sea, and like him was sustained and soothed by an unflinching trust, and the consecration to God of all his better part of man. I stopped the other day to peruse anew that sentence in the preface to the edition of 1828, wherein Dr. Webster, in words of humble devotion and earnest ardor, declares anew his allegiance to God and his thankfulness for the Divine encouragement during his long and arduous labors. When I first read this, years ago, it made an indelible mark upon my memory. I will venture to give it here, feeling sure that it may still be the source of profit:

"To that great and benevolent Being who, during the preparation of this work, has sustained a feeble constitution, amidst obstacles and toils, disappointments, infirmities and depression; who has borne me and my manuscripts in safety across the Atlantic, and given me strength and resolution to bring the work to a close, I would present the tribute of my most grateful acknowledgments. And if the talent which he entrusted to my care has not been put to the most profitable use in his service, I hope it has not been 'kept laid up in a napkin,' and that any misapplication of it may be 'raciously forgiven.'"

It is God alone that giveth the increase, and it would seem that the Divine aid which thus supported Dr. Webster had been continued until the talent he so meekly tended to his Maker has, in our day, been augmented with abundant usury for the benefit of the world.

The medal which has been granted to Webster's Dictionary was richly merited, both through the value of the work itself, and the patriotic energy of the Messrs. Merriams, of Springfield, who publish it, and who had the grace to look after the interests of our country at the Great Exhibition when most other houses of this class thought it not worth their while so to do. It is another example of that liberal and far-sighted management which, no less than the intrinsic worth of the Dictionary, has aided in securing its present wide-spread reputation. Whether this be the result of pride in the task they have thus taken upon themselves, philanthropic interest in a department which really concerns humanity at large, or considerations of business profit,—and it doubtless arises from all of these combined,—its publishers deserve well of their country, for they have done much to increase its celebrity both at home and abroad. In the accuracy, taste, and good judgment of the Riverside Press they have found able coadjutors, and through the labors of both publishers and printers, Webster's Dictionary has attained to its present high position. It has already taken a prominent part in moulding the English language, and aiding the advance of its ever-growing empire. This result must, of course, follow from the use of a work that is found wherever our tongue is extending, as it rapidly is, through commerce and trade among the Eastern nations. As now appears, there is no limit to its progress, and the vigilant thrift and untiring industry of the Anglo-Saxon race will insure the spread of its speech wherever their sails brighten the sluggish waters of a foreign harbor. If the language of the Bible and of Shakespeare, of Burke and Macaulay, do not deteriorate in our mouths and in the utterance of those who deal with us, it will be largely owing to the onerous labors of the great Lexicographer and the diligence of those who have so widely disseminated the evidence thereof.

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C I R C U L A R .

For nineteen years the "Massachusetts Teacher" has made monthly visits to its friends, and with this number it commences its twentieth year under more favorable circumstances than ever before.

We believe an educational periodical is an advantage to the educational interests of any community. We believe there is no teacher either too wise to need, or too poor to pay for, a journal devoted to the promoting of his own success, and of the great work of education.

We are under special obligations to teachers and other friends who have interested themselves in extending the circulation of the "Teacher." It is well supported; and, its circulation to say the least, is not inferior to that of any Educational Journal in the country. But we wish to see it take a still wider range in the educational field. *Every dollar of the receipts above the necessary expenses will be applied to increasing its usefulness.* Therefore, fellow teachers and friends of education, we ask you to co-operate with us by your own subscription, and by procuring the subscriptions of others, in advancing the prosperity of the "Massachusetts Teacher," and thereby increasing the usefulness, respectability, and emoluments of the profession to which you belong.

In accordance with the urgent request of several of the leading teachers of Vermont, and by a special agreement with the publisher of the "Vermont School Journal," D. L. Milliken, Esq., we have agreed to receive the subscription list of that Journal. We hope the arrangement will meet the approval of the teachers of that State; and, as they have thought it expedient to give up their journal for the present, that they will feel friendly to the "Teacher." A copy of the January number will be sent to each subscriber to the "School Journal." Should any of these prefer not to become subscribers, they are requested to signify this at once by returning the number to the publisher.

There are several subscribers who have not paid for 1866. Bills are sent with this number; and they are invited to remit the amount as early as convenient.

Editorial communications should be addressed to

PROF. WM. P. ATKINSON, *Cambridge.*

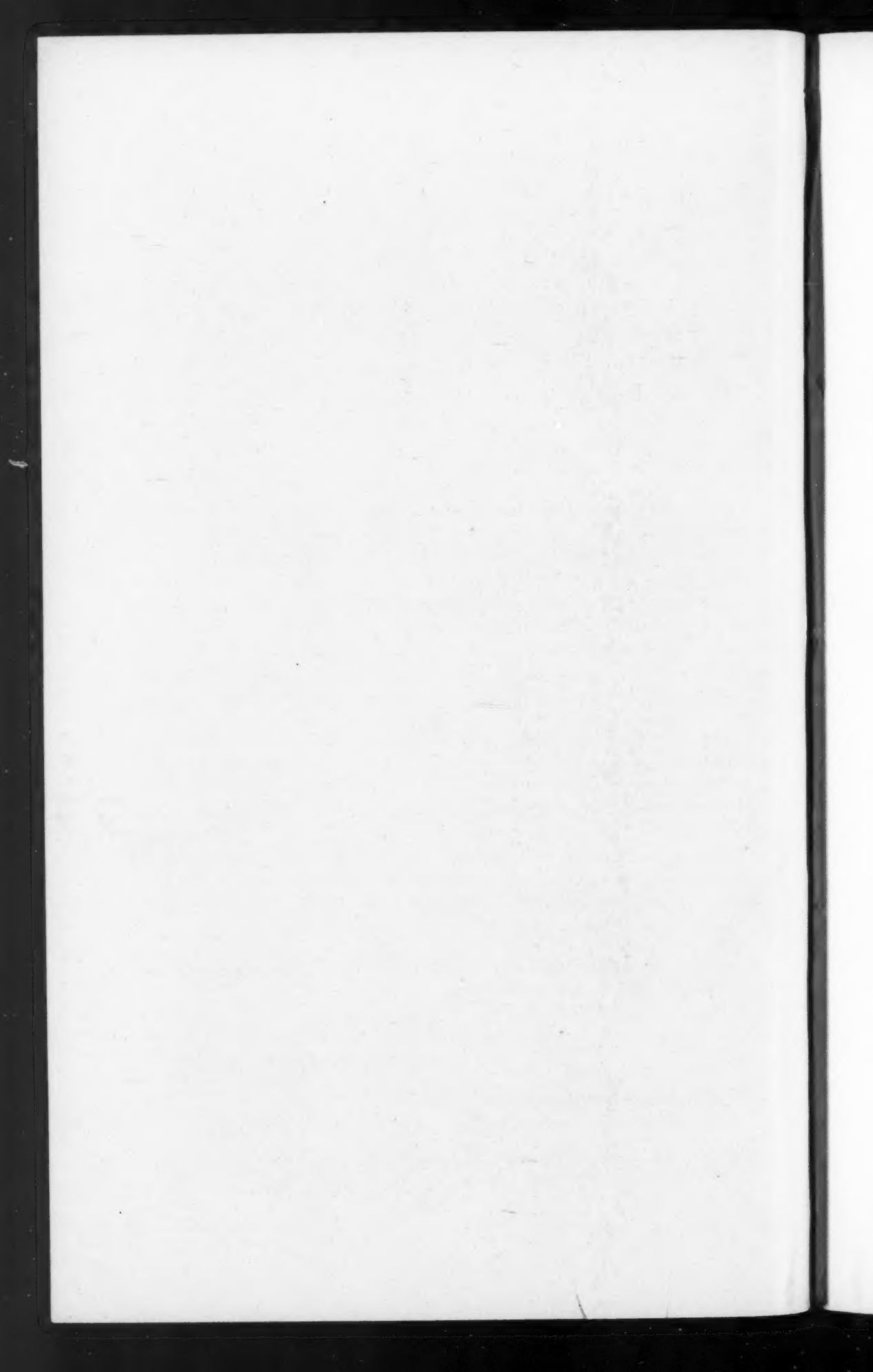
Letters, pertaining to advertising, to

J. P. PAYSON, *Chelsea.*

Remittances, and letters relating to publishing or subscriptions, to

D. W. JONES, *Roxbury,*

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The Little Corporal is at hand. There never was a better paper printed for children. We should desire no better monument to leave behind us in the world than the gratitude of the little folks who read this paper, all the way from Maine to Oregon.—*Bloomington (Ill.) Pantagraph*.

It is a gem. Chaste, elegant and excellent in its every department.—*Lancaster (Pa.) Repub.*

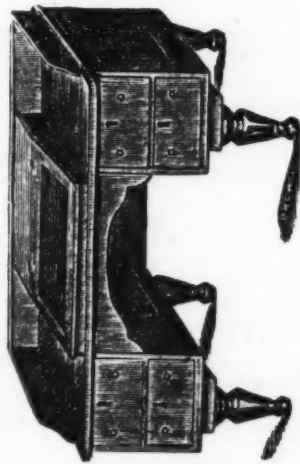
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The above are only a tithe of the many beautiful notices our young soldier has received. Address

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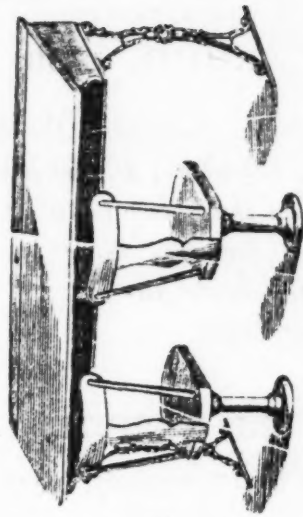
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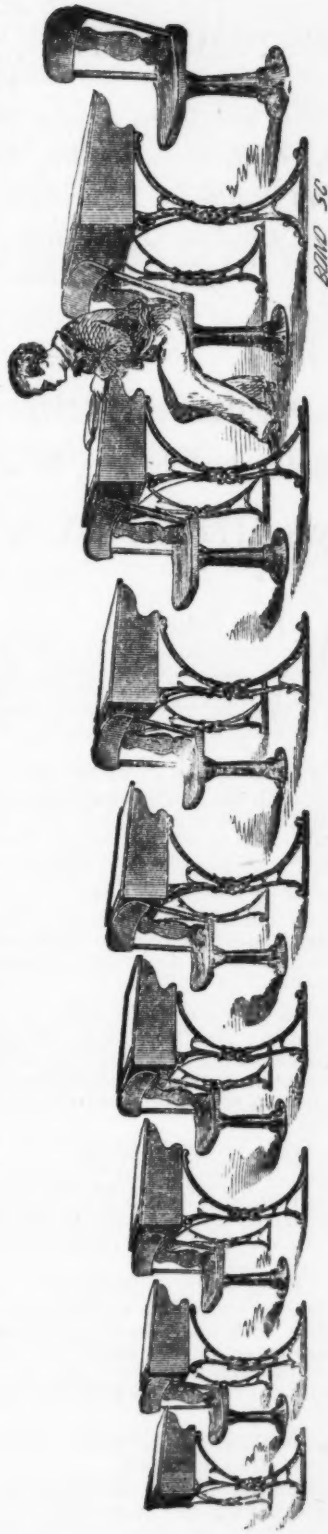


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From the Historian, Jared Sparks.

I fully concur with Mr. Justice Story in his estimate of the utility and importance of "The Living Age" as a valuable contribution to our literature, not merely of temporary interest, but of permanent value.

From Chancellor Kent.

I approve very much of the plan of your work, "The Living Age," one of the most instructive and popular periodicals of the day. I wish that my name may be added to the list of subscribers.

From the Historian Prescott.

I have little doubt that Mr. Littell will furnish a healthy and most agreeable banquet to the reader; and it seems to me that a selection from the highest foreign journals will have a very favorable influence on our reading community.

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From the specimens that the public has seen, it cannot be doubted that Mr. Littell is able to make, from the mass of contemporary literature, instructive and interesting selections. I wish you success with all my heart.

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From the late President of the United States, John Quincy Adams.

Of all the periodical journals devoted to literature and science which abound in Europe and in this country, "The Living Age" has appeared to me the most useful.

From an article in the Independent, written by Rev. Henry Ward Beecher.

It was a happy thought to select from this wide

range of matter the best articles in every department, and by bringing them together in a new work, to give to the people, at a very moderate sum, the cream of a hundred different inaccessible and expensive magazines and papers. This Mr. Littell has done, and done so well as to have deserved and earned for himself the thanks and esteem of all grateful readers. Out of so wide a field to select with taste and good judgment requires a talent in its way quite as rare as that which produces a brilliant article. Of "The Living Age" we have a complete set upon our shelves, and we find it universally popular and useful.

From N. P. Willis, in the Home Journal.

"Tenderloin," "foie gras," are phrases, we believe, which express the one most exquisite morsel. By the selection of these from the foreign reviews,—the most exquisite morsel from each,—our friend Littell makes up his dish of 'Living Age.' And it tastes so. We commend it to all epicures of reading.

From the New York Times.

The taste, judgment, and wise tact displayed in the selection of articles are above all praise, because they have never been equalled.

From a Gentleman in Knoxville, Tennessee, writing under date of May 14, 1864.

You can scarcely be more gratified to hear from me than I am to renew my acquaintance with you through the "Living Age." Among all the deprivations of the last three years (nearly), that of your journal has not, I assure you, been of the minor class. As, however, I had a complete set of it from the beginning, I turned to the bound volumes, and gave them quite a thorough reading. Indeed, these same volumes proved a real solace and refreshment intellectually to the family, in the midst of the protracted literary dearth that we have suffered. We therefore hail the return of your familiar face, as a journalist, with sincere pleasure, as we welcome the spring after a long and severe winter, and wish you long life, and an uninterrupted career of usefulness.

From a Clergyman in Massachusetts of much Literary Celebrity.

In the formation of my mind and character I owe as much to "The Living Age" as to all other means of education put together.

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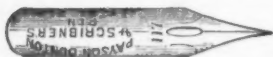
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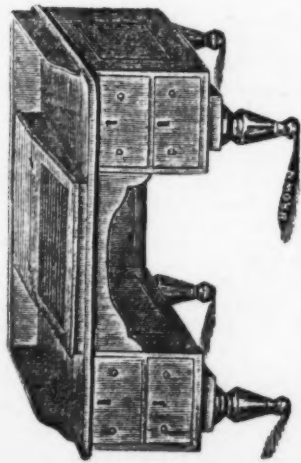
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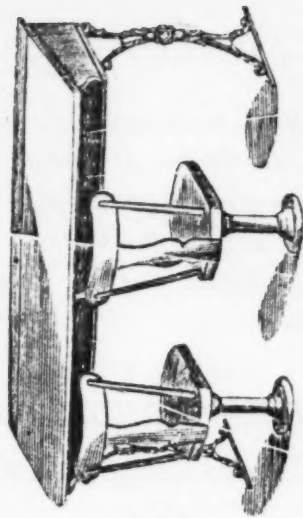
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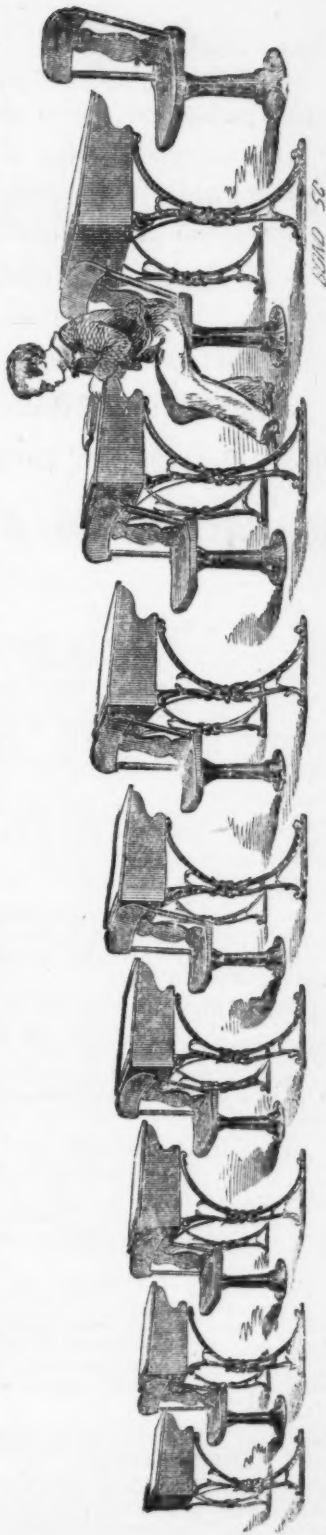
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HEMPSTEAD (L. I.) INSTITUTE.
INGHAM UNIVERSITY, Le Roy, N. Y.
FREE ACADEMY, Elmira, N. Y.
HIGH SCHOOL, Brooklyn.
ADELPHI ACADEMY, Brooklyn.
DR. WEST'S ENG. AND CLASSICAL SCHOOL, Brooklyn.
STATE NORMAL SCHOOL, Albany, N. Y.
STATE NORMAL SCHOOL, Oswego, N. Y.
VASSAR COLLEGE, Poughkeepsie, N. Y.
STATE NORMAL SCHOOL, Normal, Illinois.
STATE NORMAL SCHOOL, Bridgewater, Mass.
STATE NORMAL SCHOOL, New Britain, Conn.
STATE NORMAL SCHOOL, Millersville, Pa.
ALBANY (N. Y.) ACADEMY.
ALBANY (N. Y.) SEMINARY.
MISS COYLE'S SEMINARY, Morrisania, N. Y.
REV. F. A. ADAMS'S ACADEMY, Orange, N. J.
PROF. LINDSAY'S ACADEMY, South Salem, N. Y.
ENGLEWOOD INSTITUTE, New Jersey.
PROF. SIGLAR'S ACADEMY, Newburg, N. Y.
NATIONAL DEAF MUTE COLLEGE, Washington, D. C.
ASYLUM FOR DEAF MUTES, Hartford, Conn.
INST. FOR THE BLIND AND FOR DEAF MUTES, Staunton, Va.
SCHOOLS OF CHILDREN'S AID SOCIETY, New York.
PROF. W. G. GORDON'S SCHOOL, Springfield, Mass.
PROF. W. H. GRIFFIN'S SELECT SCHOOL, Williamstown, Mass.
GARDNER INSTITUTE, New York.
MOUNTAIN VIEW SEMINARY, West Point, N. Y.
PROF. W. C. RICHARD'S SCHOOL, Pittsfield, Mass.
MRS. C. E. RICHARDSON'S SCHOOL, Stamford, Conn.
PROF. A. H. DUNDON, CATHOLIC INSTITUTE, Jersey City.
HILLSBORO (O.) SEMINARY.
REV. E. S. SCHENCK'S CLASSICAL SCHOOL, Cranberry, N. J.
ST. MARK'S SCHOOL, Southborough, Mass.
HOOSACK HALL CLASSICAL SCHOOL, New York.
MISS E. B. WHITING'S SCHOOL, Bridgeport, Ct.
MISS J. C. PALMER'S SCHOOL, Germantown, Pa.
ANDES COLLEGIATE INSTITUTE, Delaware Co., N. Y.
PROF. SHACKFORD'S SCHOOL FOR YOUNG LADIES, Boston, Mass.
MISS JOHNSON'S SCHOOL FOR YOUNG LADIES, Boston.
MISS TILDEN'S SCHOOL, Boston.

PROF. HENRY WILLIAMS'S SCHOOL FOR YOUNG LADIES, Boston.
 LATIN SCHOOL, Roxbury, Mass.
 PROF. JOHN KNEELAND'S SCHOOL FOR YOUNG LADIES, Roxbury, Mass.
 MISS LEWIS'S SCHOOL FOR MISSES, Roxbury, Mass.
 PROF. J. N. CARLETON'S SCHOOL FOR YOUNG LADIES, Malden, Mass.
 ALLEN'S ACADEMY, New Bedford, Mass.
 PROF. CHARLES L. SHAW'S SCHOOL, Norwalk, Conn.
 SUSQUEHANNA COLLEGIATE INSTITUTE, Towanda, Pa.
 SEARS'S HALL SCHOOL, New Bedford, Mass.
 EVANS'S ACADEMY, Peterboro, N. Y.
 EDGEHILL SCHOOL, Princeton, N. J.
 YOUNG LADIES' INSTITUTE, Princeton, N. J.
 NASSAU PREPARATORY SCHOOL, Princeton, N. J.
 MODEL FREE SCHOOL, Princeton, N. J.
 NEWARK (N. J.) ACADEMY.
 HIGH SCHOOL, Dover, N. H.
 WARSAW ACADEMY, Warsaw, N. Y.
 BRIDGEPORT HIGH SCHOOL, Bridgeport, Conn.
 SCHOOLS OF PLYMOUTH, Mass.
 PUBLIC SCHOOLS OF RICHMOND, Ind.
 PUBLIC SCHOOLS OF LAFAYETTE, Ind.
 PUBLIC SCHOOLS OF VEVAY, Ind.
 PUBLIC SCHOOLS OF PERU, Ind.
 PUBLIC SCHOOLS OF DELPHI, Ind.
 PUBLIC SCHOOLS OF BLOOMINGTON, Ind.
 PUBLIC SCHOOLS OF MT. CARMEL, Ill.
 PUBLIC SCHOOLS OF MILTON, Ind.
 HADLEY'S NORMAL ACADEMY, Richmond, Ind.
 CHARLES A. MENDENHALL'S CITY ACADEMY, Richmond, Ind.
 FRIENDS' SCIENTIFIC SCHOOL, Indianapolis, Ind.
 BALDWIN UNIVERSITY, Berea, O.
 ORWELL TEACHERS' ACADEMY, Orwell, O.
 NEWMAN'S NORMAL SCHOOL, Milan, O.
 UNION SCHOOLS (High Schools), Painesville, O.
 FEMALE SEMINARY, Hallsboro, O.
 WILLOUGHBY COLLEGIATE INSTITUTE, Willoughby, O.
 YOUNG LADIES' SEMINARY, Cleveland, O.
 SNOW HILL ACADEMY, Springfield, O.
 FEMALE SEMINARY, Springfield, O.
 FEMALE COLLEGE, Springfield, O.
 MR. CALKINS'S SCHOOL, Ashtabula, O.
 BURTON ACADEMY, Burton, O.
 BRECKSVILLE HIGH SCHOOL, Brecksville, O.
 COPLEY HIGH SCHOOL, Copley, O.
 UNION SCHOOLS (High Schools), Norwalk, O.
 PUTNAM FEMALE SEMINARY, Putnam, O.
 WESTERN MILITARY INSTITUTE, Dayton, O.
 OHIO WESLEYAN UNIVERSITY, Delaware, O.
 YOUNG LADIES' SEMINARY, Detroit, Mich.
 UNION SCHOOLS (Primary Departments), Adrian, Mich.
 PUBLIC SCHOOLS (High Schools), Grand Rapids, Mich.
 PUBLIC SCHOOLS, Portersville, Pa.
 PUBLIC SCHOOLS, Springfield, Pa.
 PUBLIC SCHOOLS, Salem, Mass.
 MRS. J. R. MARVIN'S SEMINARY, Buffalo, N. Y.
 MISS RANNEY'S SEMINARY, Elizabeth, N. J.
 PUBLIC SCHOOLS, Davenport, Iowa.
 MORRISTOWN SEMINARY, Morristown, N. J.
 PUBLIC SCHOOLS, New Brunswick, N. J.
 ALFRED UNIVERSITY, Alfred Centre, N. Y.
 PROF. G. P. BRADLEY'S INSTITUTE, Stockbridge, Mass.
 PROF. STYLES FRENCH'S INSTITUTE, New Haven, Conn.
 YOUNG LADIES' COLLEGIATE INSTITUTE, Union Springs, N. Y.
 WALNUT HILL SCHOOL, Geneva, N. Y.
 LINCOLN INSTITUTE, Jefferson City, Mo.
 PUBLIC SCHOOLS, Winona, Minn.

ETC., ETC., ETC.

GUYOT'S GEOGRAPHICAL TEXT-BOOKS.

THE PRACTICAL TEST.

From Prof. E. A. Sheldon, Superintendent of Schools, Oswego.

We have adopted GUYOT's Common-School Geography in our Normal and Training School. In its general plan and execution, it is unsurpassed by any similar work that has yet been offered to the public, while in the methods it presents for teaching Geography, I KNOW OF NO BOOK OF THE KIND THAT IS WORTHY OF BEING COMPARED TO IT.

E. A. SHELDON,

Supt. Oswego and Normal Training School.

From Prof. Arey, Principal State Normal School, Albany.

STATE NORMAL SCHOOL, ALBANY, Oct. 12, 1866.

I give GUYOT's Geographies my hearty approval, and MOST CORDIALLY RECOMMEND THEM TO ALL TEACHERS who are desirous of economizing time, and securing accuracy in teaching the subject of Geography.

OLIVER AREY,

Principal State Normal School.

From Rev. B. G. Northrop, Secretary Board of Education, Mass.

COMMONWEALTH OF MASSACHUSETTS, }
OFFICE OF BOARD OF EDUCATION, }
BOSTON, Nov. 29, 1866. }

GUYOT's Geographies are AT ONCE PHILOSOPHICAL IN METHOD, ACCURATE IN STATEMENT, AND SIMPLE AND ATTRACTIVE IN STYLE. The thanks of the friends of Education are due to Prof. GUYOT for his valuable contributions to the science of Geography, and for his efforts to present the latest discoveries in his favorite department in a form suited to the wants of the juvenile mind. Geography, like every other school study, should be pursued, not as an end in itself, but as a means of securing the highest end of mental development, and especially of training that faculty, or set of faculties, which such study is particularly fitted to cultivate. In these books geographical facts and exercises are employed for the distinct purpose of cultivating the powers of perception and conception, as well as mere memory.

B. G. NORTHROP,

Secretary Board of Education, Mass.

From Prof. J. V. Montgomery, Principal State Normal School, Pa.

PENNSYLVANIA STATE NORMAL SCHOOL, }
MILLERSVILLE, PENN., Oct. 3, 1866. }

The books are in the hands of the pupils; all seem perfectly delighted with them. THE MORE I EXAMINE THEM, THE BETTER I LIKE THEM.

J. V. MONTGOMERY,

Principal.

From Prof. Thos. G. Wall, Principal Englewood Institute.

ENGLEWOOD, N. J., Oct. 13, 1866.

I regard Prof. GUYOT's Primary and Common-School Geography GREATLY SUPERIOR TO ANY THING YET INTRODUCED INTO OUR SCHOOLS.

1st. Because of the vast amount of information introduced—usually embraced in Physical Geography, Histories, etc., all of which illustrates the subject, as well as clothes it with an interest not heretofore possessed.

2d. The profound scholarship everywhere apparent, showing it to be the work of a thoroughly competent *author*, and not an *editor*, as our School Geographies have generally been.

3d. The great simplicity with which the results of this profound research are expressed, bringing this vast fund of information perfectly within the comprehension of children.

I am convinced that the introduction of these books will mark a new era in the study of this subject, elevating it to its proper dignity—that of a science.

THOS. G. WALL,
Principal Englewood Institute.

From Prof. Elbridge Smith, Dorchester (Mass.) High School.

DORCHESTER, Nov. 10, 1866.

I have been acquainted with Prof. GUYOT's Teachings in Geography for the past fifteen years. They have, I believe, without exception, received the warmest approval from the scientific men of the country. The teaching profession have been waiting long and impatiently for these promised Text-Books in the author's favorite science. We have now the first two numbers of "Guyot's Geographical Series." They seem to me the most complete and satisfactory, in every way, of any similar works before the public. They belong to that small class of school-books which WILL MAKE THEIR WAY TO PUBLIC FAVOR BY THEIR OWN INTRINSIC MERITS.

Teachers and School Committees who neglect these books, will injure themselves and their schools more than the books themselves. GUYOT's Geographies and Wall-Maps will be for years the standard authorities in this noble science.

ELBRIDGE SMITH,
Principal of the Dorchester High School.

From Prof. W. W. Davis, Principal Empire Schools.

STERLING, ILLINOIS, Aug. 20, 1866.

I have examined GUYOT's Primary Geography WITH GREAT SATISFACTION. The beautiful illustrations, so aptly exhibiting the leading features of each region and climate, the sprightly descriptions, in the story-telling style that childhood loves, and yet full of sober truth, make me envy the little folks who have their geographical days yet before them. There is no dull, formal alternation of question and answer, in regard to facts and figures beyond the childish comprehension, but genial, conversational lessons that the tiny people will read with all the delight of a wonder-book. I shall introduce the series into the schools at the earliest opportunity.

W. W. DAVIS,
Principal Empire Schools.

From Prof. Edward Koessly, New York.

NEW YORK, Sept. 18, 1866.

CHAS. SCRIBNER & Co., 654 Broadway.

GENTLEMEN: I have examined GUYOT's Geographies, and find they ECLIPSE EVERY THING that has so far appeared in American Cartography, and equal the very best School Geographies produced in Germany. I intend to introduce them in my school.

Respectfully yours,
EDWARD KOESSLY,
Principal of the German-American Institute, 1142 Broadway.

From Prof. W. J. Rolfe, Cambridge, Mass.

CAMBRIDGEPORT, MASS., Oct. 6, 1866.

No series of books on the old irrational system can compare for a moment with Prof. GUYOT'S Geographical Text-Books. If the teachers do not like them, so much the worse for the teachers, not the books. You are at liberty to use my name immediately as one of the teachers who *fully and emphatically* recommend GUYOT'S Geographies. * * * December 3, 1866.—THE MORE I EXAMINE GUYOT'S BOOKS, THE BETTER I LIKE THEM, especially the larger of the two. They mark the dawn of a new era in the teaching of Geography.

W. J. ROLFE,

Master of Cambridge High School.

From Prof. A. C. Smith, Cambridge, Mass.

CAMBRIDGE, Nov. 12, 1866.

Every intelligent teacher, as well as every friend of education, will rejoice at the appearance of Prof. GUYOT'S Common-School Geography. A full exposition of the author's original and philosophical method of teaching Geography accompanies the work, so that any *live* teacher is **ENABLED TO USE IT AT ONCE SUCCESSFULLY**. The Geographical Text-Books heretofore used have not been adapted to the wants of our schools.

Containing little or no Physical Geography as a basis, the pupil has been required to memorize an unreasonable amount of dry details and unmeaning facts, which are very soon forgotten, because no intelligent ideas have been associated with the words to fasten them in the mind. With such a Text-Book as GUYOT'S Common-School Geography in our schools, so fully and neatly illustrated, embracing diagrams for the construction of maps, according to the author's admirable system of "Constructive Map-Drawing," a new and permanent interest will be awakened in this important branch of education.

A. C. SMITH,

Principal of the Webster School,

From Prof. A. G. Smith, Bolton, Mass.

BOLTON, MASS., Nov. 24, 1866.

MESSRS. SCRIBNER & Co.

GENTS.: Allow me to express my hearty thanks for your promptness in transmitting me copies of Prof. GUYOT'S new Geographies. I have long and anxiously looked for their issue, and am greatly pleased with them. The excellent letter-press, the attractive illustrations, and, above all, the beauty and accuracy of the maps, merit great praise.

But the method of teaching which Prof. G. and his worthy coadjutor have so simply and skilfully set forth, constitutes the charm of the whole. It is both natural and philosophical; philosophical, because the **TRUE AND NATURAL METHOD OF TEACHING**.

I shall expect a revolution now in the modes of teaching what has often been considered a dry and profitless study. The thanks of all teachers, pupils, and the educational public generally, are due to Prof. G., and his publishers, for what has most clearly been a labor of love with them all.

We shall most certainly introduce the books into our schools at the beginning of our next term.

Very truly and respectfully yours,

ADDISON G. SMITH,

Principal Houghton High School.

I FULLY AND HEARTILY CONCUR WITH THE ABOVE.

RICHARD S. EDES,

Member Bolton School Committee.

From Prof. G. M. Gage, Farmington, Me.

STATE NORMAL SCHOOL,
FARMINGTON, ME., *Sept. 25, 1866.* }

I was prepared to find Prof. GUYOT's Text-Books very thorough, systematic, and exhaustive, and I am happy to say that, from the examination which I have been able to make, my expectation has, as I believe, BEEN MORE THAN REALIZED. The subject of Geography, too much neglected, too uninterestingly presented, taught oftentimes as a "cramming" exercise, has by Prof. GUYOT received greater accessions to its attractiveness than have been given to it probably by any man in America.

GEO. M. GAGE, *Principal.*

From Prof. John Johnston, of Connecticut.

WESLEYAN UNIVERSITY,
MIDDLETOWN, CONN., *Nov. 12, 1866.* }

MESSRS. CHARLES SCRIBNER & Co.: I have examined your "Common-School Geography," by Prof. GUYOT, with some care, and with decided satisfaction. Heretofore, in most of the schools which have come under my own observation, it has seemed to me that the attainments made by the pupils in this branch of study have not been commensurate with the time and labor they have been required to bestow upon it. I will not state that this has resulted entirely from defect in the Text-Books used, though I think this has had something to do with it, and I am glad to see another on a plan, in some respects quite original, and in my view well calculated to impress the mind of the learner with the great facts of the science as they are systematically presented. The work cannot fail to have a BENEFICIAL INFLUENCE in the great cause of common-school education.

JOHN JOHNSTON,
Professor Natural Sciences.

From Prof. Sanborn Tenney, of Vassar College.

VASSAR COLLEGE,
POUGHKEEPSIE, N. Y., *Dec. 4, 1866.* }

I regard Professor GUYOT as the ablest Geographer now living. I regard his books as the best that have appeared on the subject of Geography. Their ultimate success is certain. Physical Geography precedes civil, and must be studied first, if we would ever arrive at any true appreciation of the earth and its inhabitants. Guyot ever keeps this great fact in view, and works accordingly, and with the happiest results. WE TAKE GUYOT AS OUR GUIDE, AND USE HIS BOOKS.

SANBORN TENNEY,
Professor of Natural History, including Physical Geography, Geology, etc., in Vassar College.

From Prof. A. Parish, Superintendent of Schools, New Haven.

OFFICE OF BOARD OF EDUCATION,
NEW HAVEN, CONN., *Nov. 26, 1866.* }

I have known Prof. GUYOT many years; have been familiar with his methods of instruction in Geography, and have been anticipating something ORIGINAL and SUPERIOR to any thing yet before the public in this branch of study. In the publication of his Text-Books and Maps, I find my anticipations MORE THAN REALIZED. The plan and execution are most successfully accomplished, and teachers may now enter upon a new era, if they will, in the matter of Geographical Study.

A. PARISH, *Superintendent of Schools.*

From Prof. Eli Charlier, New York.

CHARLIER INSTITUTE,
ENGLISH AND FRENCH SCHOOL FOR YOUNG GENTLEMEN,
No. 48 EAST TWENTY-FOURTH STREET, NEW YORK, Oct. 1, 1866. }

CHAS. SCRIBNER & Co.

DEAR SIR: You ask for my opinion of GUYOT's Geographies, here it is: They are the best in the United States, and of course in America.

Expand that opinion as you please; say that Prof. GUYOT has devoted his whole life to their preparation; say they are an immense progress, etc., etc. I REPEAT IT: THEY ARE THE BEST IN AMERICA.

I have received of you already 130 copies, and when the High School Geography is ready, all my pupils will be supplied with one or the other.

I should like to see those Geographies in the hands of every child in the United States.

GUYOT's Maps I have bought of you, one by one, with the exception of Asia. If ready, I have a place left on purpose for it.

Yours respectfully,
ELI CHARLIER,

From Prof. Benj. F. Leggett, New York.

NEW YORK CONFERENCE SEMINARY,
CHARLOTTESVILLE, N. Y., Nov. 1, 1866. }

MESSRS. SCRIBNER & Co.: I have examined GUYOT's Primary and Common-School Geographies, which you had the kindness to send me, and would say that I am highly pleased with them. The first book of the series cannot fail to instruct, while it pleasantly introduces the learner to the study. The second of the series is peculiarly adapted to accomplish a great work in our common schools. The system of map-drawing, as taught in this book, is something which our schools have long needed, and, if thoroughly carried out by the teacher, will be sure to lay an intelligent foundation for more extensive geographical attainments. I am glad to notice, also, that the physical character of the different countries receives that attention which the importance of the subject demands. These features render the work SUPERIOR TO ALL WITH WHICH I AM ACQUAINTED.

Yours respectfully,
BENJ. F. LEGGETT, *Principal*.

From Prof. S. A. Farrand, New York.

COLLEGIATE ACADEMY,
635 SIXTH AVENUE, N. Y., Dec. 1, 1866. }

I have been using GUYOT's GEOGRAPHIES since their first issue, and think them the best ever published.

The "Primary" presents the subject in a manner SO SIMPLE AND NATURAL that it is readily understood by young children.

In the "Common School" the author has *emancipated* Geography from the bondage of the cramming and memorizing process so long and blindly taught, and has elevated it to a science.

THE "DIRECTIONS TO TEACHERS" ARE SO FULL AND CLEAR THAT MY ASSISTANTS, ALTHOUGH PREVIOUSLY UNAQUAINTED WITH THIS METHOD, FOUND NO DIFFICULTY IN USING IT, EVEN AT THE BEGINNING.

S. A. FARRAND.

A Second Letter from Prof. Montgomery, of Pennsylvania.

PENNSYLVANIA STATE NORMAL SCHOOL,
MILLERSVILLE, Dec. 10, 1866. }

MESSRS. CHARLES SCRIBNER & Co.: GUYOT'S GEOGRAPHIES ARE WORKING SPLENDIDLY. I have not the least doubt but that these works must meet with marked success. When I get hold of

books that STAND THE TEST OF THE SCHOOL-ROOM, I mean to make it known to all whom it may concern.

Most respectfully yours,

J. V. MONTGOMERY.

From Prof. W. J. Beal, Union Springs, N. Y.

UNION SPRINGS,
CATUGA Co., N. Y., Oct. 18, 1866. }

I have carefully examined many parts of "Guyot's Common-School Geography," and am very glad to say that it is better than I had even hoped for. Here pupils may learn principles, and not burden the mind with mere facts, many of which will soon be forgotten, because they can see no connection between them.

I am yours,

W. J. BEAL, A. M.,

Professor Natural Science, Young Ladies' Collegiate Institute.

From Prof. A. H. Buck, Principal Latin School, Roxbury, Mass.

LATIN SCHOOL,
ROXBURY, MASS., Nov. 30, 1866. }

MESSRS. SCRIBNER & Co.

GENTLEMEN: In Prof. GUYOT's series of Geographies we seem at last to have something really deserving that name, works in which a thoroughly philosophical system insures the natural order and sequence of the main topics, and an effective exhibition of their relations and interdependence.

Several weeks of CONSTANT USE IN THE SCHOOL-ROOM HAVE DEMONSTRATED THE VALUE OF THE METHOD of impressing on the mind the relief of continents, and the excellent system of map-drawing, which, if duly understood, is found to be not only the most simple and rational, but also the most practical and suggestive; while the prominence given to essential facts, and the frequent and comprehensive generalizations save the pupil much time else given to an unprofitable memorizing of barren details, and induce and foster a habit of observation and comparison.

These works of Prof. GUYOT seem to me not only the BEST EXTANT, but the ONLY ONES of the kind that we CAN AFFORD to use if we will gain the most with the least outlay.

Very truly yours,

A. H. BUCK.

From Prof. Hamilton S. McRue, School Examiner, Switzerland County, Ind.

OFFICE OF SCHOOL EXAMINER, SWITZERLAND COUNTY,
VEVAY, IND., Dec. 17, 1866. }

GUYOT's Primary and Common-School Geographies have been adopted as standard text-books in the Vevay Graded Schools, of which I have special charge, and in other schools of this county. After a careful examination and a fair trial in the school-room, I prefer these works for the following reasons:

1. They are based on the TRUE PHILOSOPHY OF TEACHING.

2. Excluding useless details, they contain the important parts grouped in such a manner as to be easily remembered.

3. Whenever adopted, they NEVER FAIL to awaken, through their attractive illustrations and charming style, a deeper interest in the subject of Geography on the part of teacher, pupil, and patron.

Very truly yours,

HAMILTON S. MCRUE, *School Examiner.*

From Prof. Hiram Hadley, Principal Hadley's Academy.

RICHMOND, IND., Dec. 14, 1866.

I am inquired of in regard to the practical workings of GUYOT's Geographies in the school-room.

In general terms, I will say, that our teachers and pupils like them beyond any thing they have ever used.

Especially I feel it my pleasure to say, first, in regard to the primary, that it forms an introduction to the study WHICH THE CHILDREN DEVOUR WITH AN AVIDITY THAT IS SURPRISING, MANY OF OUR CLASS HAVING READ FAR AHEAD OF THE POINT TO WHICH THE CLASS HAS ADVANCED. Instead of learning abstract and detached questions and answers, they seem to acquire a knowledge of the country that at once arouses their curiosity and imagination, and gives them the ability to converse *intelligently*. Secondly. The Common-School Geography is the ONLY TEXT-BOOK, SO FAR AS I KNOW, THAT HAS EVER *PRETENDED* TO TREAT GEOGRAPHY ON THE NATURAL PRINCIPLES OF TEACHING established by Pestalozzi, and now more or less practised by all our best teachers and taught in our Normal Schools. These principles, applied to the teaching of any subject, make intelligent thinkers, where otherwise we should have mere receptacles of knowledge. Our pupils are deeply interested in the study, and their teacher says her "*Geography* class is her best."

Harvey established the circulation of the blood, and brought upon him the denunciations and persecutions of his profession. Galileo taught that the world moves, and suffered the tortures imposed by ignorance and bigotry. GUYOT first taught that this earth is formed just as it is, by a divine intelligence, with every part *intended* to subserve the exact purpose in the economy of Nature which it is found to do.

To teach these upon correct principles, he must necessarily reverse the old methods which have so long produced, *universally*, so unsatisfactory results.

It will not be surprising that he shall find much opposition to his work. But the ready adoption of his views by the more intelligent class of teachers, gives abundant evidence that they will soon prevail.

HIRAM HADLEY,

Principal of Hadley's Academy.

From a Practical Teacher.

PERU, IND., Dec. 15, 1866.

I have been using GUYOT'S Common-School Geography during the past term, and am well pleased with it. The system of triangulation is certainly a great advantage in map drawing, and the manner in which each lesson is presented, with the illustration, is very entertaining. ON THIS PLAN, AND WITH THIS BOOK, I FIND NO DIFFICULTY IN SECURING THE INTEREST AND ATTENTION OF MY CLASS OF THIRTY-FIVE PUPILS.

M. MAGGIE BELL.

From Superintendent of Schools, Richmond, Ind.

OFFICE OF PUBLIC SCHOOLS, }
RICHMOND, IND., Dec. 13, 1866. }

From my experience and observation, I believe GUYOT'S Geographies to be admirably adapted to teaching Geography upon CORRECT AND PHILOSOPHICAL PRINCIPLES, and by NATURAL METHODS. It is true that they must be used by teachers IMBUED WITH THEIR SPIRIT, and who are out of the *old ruts* of Geographical teaching.

But the question is simply this: are we to adapt our Text-Books to the *ignorance*, and *incapacity*, and *bad training* of our teachers, or to CORRECT PRINCIPLES and SOUND PHILOSOPHY in presenting the subject, and require that all parties come up to that standard? I am in favor of the latter course.

JESSE H. BROWN, *Superintendent of Schools.*

From Superintendent of Schools, Erie, Pa.

OFFICE OF THE SUPERINTENDENT OF THE PUBLIC SCHOOLS OF }
ERIE, PA., Dec. 14, 1866. }

1st. The books are on the natural plan, thus making them highly scientific, though primary works. The day is *fast* passing away when wrong steps will be called right, because they are "*First Steps*."

2d. The plan is *well developed*. A plan may be of the first order, but if it is presented in an improper manner, it is but little better than a poor one.

A plan is the skeleton or framework of a subject or project, and if it is clothed in such a way as to be uninteresting, the life-blood is wanting.

THE MORE I READ THESE GEOGRAPHIES, THE MORE I SEE THAT SATISFIES ME AS A TEACHER, and I shall take pleasure in recommending them as the best of the kind.

H. S. JONES,
Superintendent Public Schools, Erie, Pa.

From Superintendent of Public Schools, Springfield, Ohio.

IF GUYOT'S GEOGRAPHIES DO NOT GO, THEN NO BOOKS OUGHT TO GO, FOR THE MORE I STUDY THEM, THE MORE I AM SURPRISED AND DELIGHTED.

C. B. RUGGLES,
Superintendent Western Department Public Schools, Springfield, Ohio.

From Prof. A. Schuyler, Prof. of Mathematics in Baldwin University, and Author of Schuyler's Higher Arithmetic.

I have examined with some care, and with much pleasure and profit, GUYOT'S Primary and Common-School Geographies, and hesitate not to say that, in mechanical execution and philosophical development, and in the interest which the author has imparted to the subject, THEY ARE UNRIVALLED.

A. SCHUYLER.

From Brvt. Col. Joseph M. Locke, U. S. A. and C. E., Superintendent of Western Military Institute.

NEAR DAYTON, O., Oct. 17, 1866.

I have the honor to acknowledge the receipt, by Express, of copies of Prof. GUYOT'S Text-Books on Geography, and having referred them to the proper professor, have received a report recommending their introduction as the Text-Books to be used in the institution; and, having examined the works myself, I strongly indorse the recommendation. I am so much pleased with the work, that I desire to change the Text-Book of the present class of cadets.

I am, gentlemen, your obedient servant,
JOSEPH M. LOCKE,
Superintendent.

From Prof. A. G. Stephens, Principal Young Ladies' Seminary, Wheeling.

WHEELING, VA., Sept. 16, 1866.

I have GUYOT'S Primary and Common-School Geography. I have long been dissatisfied with the way in which our children were wasting their time in acquiring a *distaste* for Geography, and have been longing for the good time which I believe is coming, for my children, at least, so far as that branch of study is concerned. I have compared the Common School with other Geographies lately published, and am satisfied that, in the hands of a good teacher, it is THE *Text-Book* in that branch of study.

Yours truly,
A. G. STEPHENS.

From Mr. R. W. Stephenson, Supt. Union Schools, Norwalk, O.

I have examined the first and second books of GUYOT'S series of Geographies, and REGARD THEM AS THE BEST AND MOST RATIONAL TREATISE I HAVE EVER SEEN UPON THE SUBJECT.

Yours, very truly,
R. W. STEPHENSON.

From Mr. J. Buchanan, Supt. Puble Schools, Steubenville, O.

I have carefully examined GUYOT'S Geographies, and am convinced that they are well adapted to interest and instruct pupils in this department of study.

Yours truly,
J. BUCHANAN.

From President Baldwin University.

The undersigned believes that, in philosophical treatment, in the practical system of map-drawing, and in the superior facilities presented in the wall-maps, GUYOT'S SYSTEM SURPASSES ALL OTHER SYSTEMS YET PUBLISHED IN THIS COUNTRY.

JOHN WHEELER,
President Baldwin University, Berea, Ohio.

OBERLIN, O., Dec. 17, 1866.

The author has adopted the TRUE METHOD, the method BEST CALCULATED to interest the learner while pursuing the study of Geography, and to FIX PERMANENTLY IN THE MINDS OF PUPILS the facts and principles acquired.

The Geographies at present in use in our schools will be discarded, and I know of no work that I am prepared to recommend in place of them in preference to GUYOT'S.

Very respectfully,
S. SEDGWICK.

From Prof. J. B. Robinson, A. M., Principal of Willoughby Collegiate Institute.

INSTITUTE HALL, WILLOUGHBY, O., Dec. 24, 1866.

We have used a few weeks the Geographical series of Prof. GUYOT. Their introduction has imparted new zeal in that department. GUYOT has blended beautifully into system what has never before been systematized. There is no confused mingling of heterogeneous material; but earth, with its people, products, and varied surface, is made to pass before the student with that boldness and regularity which calls up the successive objects right and left upon a journey.

We predict these Geographies will become THE UNIVERSAL TEXT-BOOKS OF THIS COUNTRY.

J. B. ROBINSON.
(Indorsed by Prof. CHAS. B. WOOD,
MISS MARIA S. POE.)

From Prof. L. H. Darling.

SOUTHWESTERN NORMAL SCHOOL, }
LEBANON, O., Dec. 17, 1866. }

I am highly delighted with GUYOT'S Primary and Common-School Geographies. I believe they are destined to work a radical change in the manner of teaching this truly noble science. THEY SUPPLY A WANT LONG FELT BY TEACHERS. Their arrangement is not only strictly scientific, but in beautiful harmony with the powers of the mind in pupils of the age they are designed to instruct.

Yours truly,
L. H. DURLING.

From Prof. M. J. Flanery.

BALDWIN UNIVERSITY, }
BEREA, O., December 18, 1866. }

I have examined GUYOT'S Geographies, and consider them IN EVERY WAY SUPERIOR TO ANY WORKS ON THE SAME SUBJECT NOW IN USE IN OUR SCHOOLS. We have ADOPTED them as our text-books.

Yours truly,
M. J. FLANERY.

From Mr. H. M. Parker, Supt. Public Schools.

MANSFIELD, O., Jan. 5, 1867.

I have examined GUYOT's Primary and Common-School Geographies, and am highly pleased with them. In the hands of competent teachers, I think them the BEST CLASS-BOOKS ON THE SUBJECT of Geography with which I am acquainted.

Yours truly,

H. M. PARKER.

From Mr. J. B. Strawn, Principal Salem Grammar School.

SALEM, O., Jan. 2, 1867.

I have examined PROF. GUYOT's Common-School Geography, and am pleased very much with the work. IT IS ONE OF THE GREAT WORKS OF A GREAT AUTHOR. I am particularly pleased with the "constructive plan" of the maps. The many attractive features of this work will make it a very popular book in the school-room.

J. B. STRAWN.

From Prof. Samuel F. Newman, Principal of the Newman Normal School.

MILAN, O., Jan. 3, 1867.

It certainly is very FAR IN ADVANCE of any thing that has been published before it.

S. F. NEWMAN.

From Prof. John Godison, State Normal School, Ypsilanti, Mich., and Associate Editor of the "Michigan Teacher."

I am thoroughly a Guyot man. * * * * To me it seems there can be but one question, not about the superiority of GUYOT's books, but of his views of the nature of Geography. If his views are right (AS HE UNQUESTIONABLY IS), then his are THE ONLY GEOGRAPHIES WORTHY THE NAME.

Yours truly,

JOHN GODISON.

From Mr. David Copeland, Principal of Hillsboro Female College.

December 22, 1866.

GUYOT's Geographies were put into immediate USE, and are giving the GREATEST SATISFACTION.

Respectfully yours,

DAVID COPELAND.

From Dr. Theo. Sterling, A. M., Principal Central High School, Cleveland, O.

CLEVELAND, O., Dec. 5, 1866.

I have very carefully examined GUYOT's series of Geographies and Maps, and I take great pleasure in saying that in my opinion they ARE FAR THE BEST that have been published in this country.

The *Science of Geography* has not hitherto been taught in our schools, and it was quite impossible to do it if the methods of the ordinary text-books were followed. But by use of GUYOT's text-books, in the spirit of their author, a competent teacher cannot fail of success in making his pupils sound geographers as far as he goes. The study of geography will no longer consist of committing to memory an innumerable number of names of localities, but it will be the study of a science, and will be a most valuable and attractive means of mental discipline.

Yours truly,

THEO. STIRLING.

From Prof. Lewis McLouth, Superintendent of the Public Schools of Monroe.

MONROE, MICH., Jan. 5, 1867.

I have looked over quite carefully GUYOT's Geographies, the Primary and Common School, and find them decidedly ahead of any thing with which I am acquainted. I, with other teachers, have for a long time been dissatisfied with the results of the present methods of teaching geography. Our classes will commit to memory verbatim the old text-books this year, and next, know nothing about geography. The fault is in the old system. It seems to me that GUYOT's system IS THE TRUE ONE, founded upon the nature of the human mind and its natural modes of development.

I am so well pleased, in fact, that I shall insist upon the adoption of GUYOT's Geographies in our schools as soon as it is practicable.

Respectfully,
L. McLOUTH.

From Prof. J. A. Banfield, Supt. of Public Schools of Marshall, Mich.

January 8, 1867.

I do not see how any progressive teacher can do other than bless the day that gave to our schools so natural, so well designed, and so beautifully excellent text-books on the science of Geography as are GUYOT's.

I deem them the index that points to a new era in methods of teaching in American schools, and vastly superior to any thing and every thing else in this department before the public.

Yours truly,
JOHN A. BANFIELD.

From Mr. J. J. Childs, Supt. Union Schools, Warren, O.

January 10, 1867.

Having carefully examined GUYOT's Common-School Geography, I DO NOT HESITATE TO PRO-
NOUNCE IT THE BEST WORK OF THE KIND EVER OFFERED TO THE PUBLIC.

Respectfully yours,
J. J. CHILDS.

From Rev. David Copeland, A. M., President Hillsboro Female College.

HILLSBORO, January 9, 1867.

In all respects, GUYOT's Common-School Geography IS SUPERIOR TO ANY OTHER SIMILAR
WORK PUBLISHED IN THIS COUNTRY, OR IN ANY OTHER. It is philosophical, accurate,
and interesting.

DAVID COPELAND.

From Prof. M. H. Cole, Teacher of English in Ohio Wesleyan University.

DELAWARE, O., January 8, 1867.

I have examined Prof. GUYOT's Geographies, and am so well pleased with them as to give them a
trial. Their plan seems to be happily conceived, LEADING rather than FORCING the mind in its
development.

Yours truly,
M. H. COLE.

From Miss Sara Mahan, Preceptress of Green Bay and St. Edwards Academy, Wis.

GREEN BAY, January 7, 1867.

We have used GUYOT's Wall-Maps in our Academy, and recommend them as far superior to any
others I have ever seen.

I have also examined the Geographies by the same author, and consider his plan infinitely preferable
to that of any series now in use, and am convinced that it is destined to work a radical change in the
present method of teaching this branch of study.

Yours very truly,
SARA MAHAN.

From Prof. C. W. Clifton, New York,

MESSRS. CHARLES SCRIBNER & Co.:

I have been using Prof. GUYOT's Geographies from the time of their publication, and I am satisfied, after a thorough trial and examination of them, that they are the very best in use, combining the qualities of perfect accuracy and systematic arrangement to an extent never heretofore attained.

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C. WHARTON CLIFTON,
Private Educational Classes, 1193 Broadway, N. Y.

From Principal State Normal School, Conn.

STATE NORMAL SCHOOL,
NEW BRITAIN, CONN., Jan. 15, 1866. }

MESSRS. CHARLES SCRIBNER & Co.:

Miss Comstock, who has charge of the department of Geography in our school, expresses herself as highly pleased with GUYOT's new Geography. It STANDS THE PRACTICAL TEST OF THE SCHOOL-ROOM admirably.

Very truly yours,
HOMER B. SPRAGUE,
Principal C. N. S.

From Principal Plainfield Public School.

PLAINFIELD, N. J., Jan. 15, 1867.

CHARLES SCRIBNER & Co.:

GENTS.:—I have carefully examined GUYOT's Geographies, and think them FAR SUPERIOR TO ANY OTHER works on Geography that I have ever seen. We are about to introduce them.

Yours very truly,
E. C. BEACH, A. M.,
Principal Plainfield Public School.

From Prof. Thomas W. Harvey, Superintendent of the Union Schools of Painesville, Ohio.

January 12, 1867.

I have examined, with great care, the first and second books of GUYOT's Geographical Series, and am now using the second book in the High School Department of our Union Schools. I am exceedingly well pleased with them. They are UNQUESTIONABLY THE BEST TEXT-BOOKS on that important branch of study now in use; in fact, the only ones that treat the subject in a rational, philosophical manner. Instead of requiring the student to commit to memory a mass of disconnected facts, to be soon forgotten, GUYOT's method calls the attention to prominent features of the SCIENCE, discards all useless details, and so systematically arranges the facts used, that it AIDS, instead of TAXING, the memory. Studied according to this method, Geography becomes a means of securing the best mental discipline, as well as a branch of study highly valuable from the importance of the facts of which it treats.

The Maps, which should accompany the series, are a great improvement on the outline maps now used, presenting, as they do, the great physical features of the earth in so marked a manner.

I most cheerfully recommend the introduction of this series into the schools of our State, believing they will work a complete revolution in our present irrational methods of teaching Geography.

THOS. W. HARVEY.

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JOSHUA BATES,	<i>Master of Brimmer School.</i>
JAMES A. PAGE,	<i>" Dwight "</i>
C. GOODWIN CLARK,	<i>" Lincoln "</i>

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H. G. M'GUIRE, *Principal Central Institute.*
OFFICE OF CONTROLLERS OF PUBLIC SCHOOLS, }
First District of Pennsylvania.

PHILADELPHIA, Dec. 22, 1866.
At a meeting of the Controllers of Public Schools, First District of Pennsylvania, held at the Controllers' Chamber, Friday, Dec. 21, 1866, the following resolution was unanimously adopted:
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From the minutes.

H. L. HALLIWELL, *Secretary.*

mh — 6m

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JOHN D. PHILBRICK, *Supt. of Public Schools.*

OVID, N. Y., Nov. 19, 1866.

"Jarvis' Physiology" is received, and fully met our expectations. We immediately adopted it.

H. R. SANFORD, *Prin. East Genesee Conference Seminary.*

WESTCHESTER, PA., Sept. 3, 1866.

A thorough examination has satisfied me of its superior claims, as a text-book, to the attention of teacher and taught. I shall introduce it at once.

WM. F. WYERS, *Prin. Academy.*

BOSTON, Feb. 13, 1866.

The very excellent "Physiology" of Dr. Jarvis, I had introduced into our High School,—where the study had been temporarily dropped,—believing it to be by far the best work of the kind that had come under my observation; indeed, the re-introduction of the study was delayed for some months, because Dr. Jarvis' book could not be had, and we were unwilling to take any other.

HENRY G. DENNY, *Chairman Book-Com. Dorchester, Mass.*

JEFFERSONVILLE, OHIO, Aug. 13, 1866.

I have carefully examined "Jarvis' Physiology and Laws of Health," and am highly pleased with it. It should have a place in every school-room, and in every family.

J. L. SCOTT, *Prin. Union School.*

FALL RIVER, MASS., July 9, 1866.

I have examined Jarvis' "Physiology and Laws of Health," which you had the kindness to send me a short time ago. In my judgment, it is far the best work of the kind within my knowledge. It has been adopted as a text-book in our Public Schools.

D. W. STEVENS, *Supt. Public Schools.*

UNIVERSITY OF MICHIGAN, ANN ARBOR, MICH., Feb. 14, 1866.

I have examined Dr. Jarvis' "Physiology" with care, more particularly because some works of the kind, designed for schools, are superficial, and some present extravagant and erroneous views; and am happy to find this work, not only free from errors, as I believe, but full of correct information and sound instruction. It is precisely adapted to our High Schools and Seminaries. I think that all our youth, of both sexes, should study the subject; and have no hesitation in saying, that this is the most thorough and satisfactory work of the kind that I have examined.

E. O. HAVEN.

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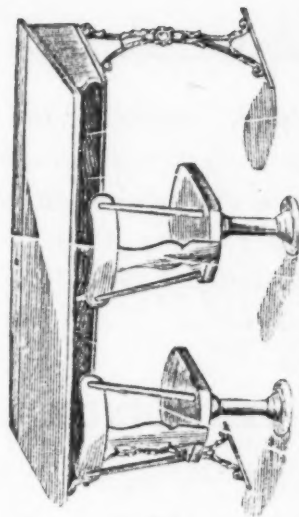
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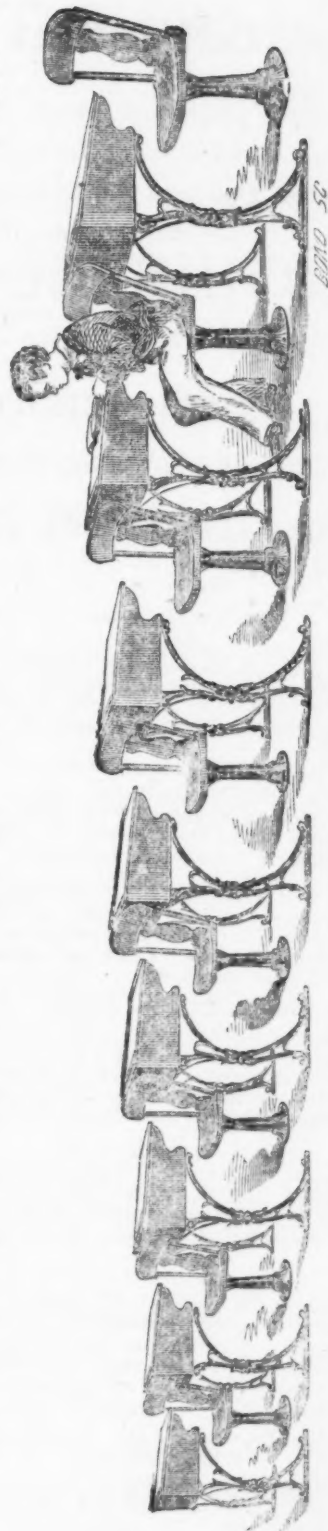


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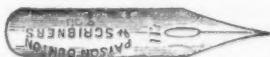
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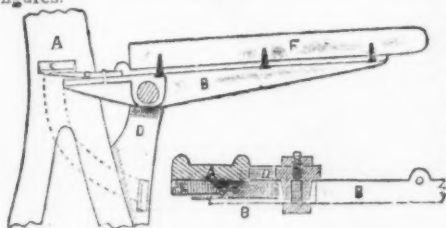
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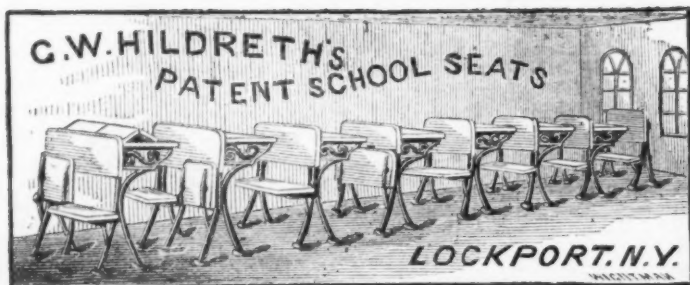
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4th. The last or eighth is for a back seat, for the rear end of the room, Without any Desk.

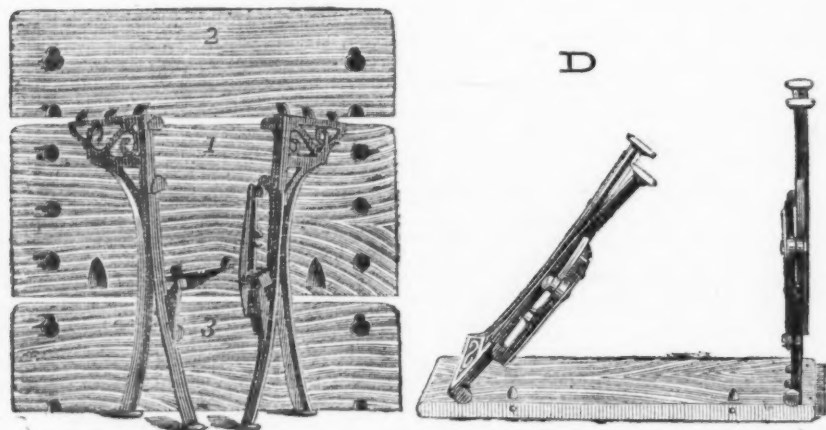
NEW IMPROVEMENT.

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* In shipping Seats to a distance, they have to be prepared to go together, then boxed, shipped, and if put together with screws, by persons not used to such work, it involves considerable time and expense.

By this plan, a Seat and Desk can be put together or taken apart in one minute's time.

They go together by means of a lock dowel, in the place of each screw, an idea of which may be obtained by the following cuts :



In the foreground is the two iron standards, to which the Seat and Desk is attached. No. 1, is the top or desk, of wood. Number 2, the back, Number 3, the seat. In this wood work you will see receptacles, cut in a proper shape to receive the locks upon the iron frames. To put the seat and desk together, you will lay the top, No. 1, bottom side up as in cut D.

Take one of the standards, (adapted to that end,) and at an angle of about forty-five degrees, enter the lock dowels well into the receptacles, bearing down upon the standard—gradually raise it to a perpendicular, as at the other end. Both being in place, put in a small stick or stretcher at the upper end of the standards (which is the lower end when in position.) holding the standards equal distance apart, top and bottom. This being done, turn the desk right side up. Then put on the back 2, seat 3, as will be suggested by the way they are fitted, and you have a strong substantial desk and seat.

To secure them against the possibility of ever coming apart, put in two "blind screws" from the top into the back, as you will see a place prepared for them ; also one screw in each arm of the seat, put your book shelf into a groove made for it, (knock out your temporary stretcher, and you have a seat firmer and stronger than when put together with screws.

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CONTENTS.

PRIMARY SCHOOLS. Frances H. Turner.....	Page 109
EXAMINATION OF TEACHERS. Editor.....	118
THE STUDY OF LATIN GRAMMAR. G. B. Emerson.....	121
GO, WORK, TO-DAY. A. R. W.....	126
EDITOR'S DEPARTMENT.—MENTAL ARITHMETIC, 127; DISTINCTNESS	
IN READING, 127; DANIEL WEBSTER, 128; PRACTICAL EXERCISES;	
CAMBRIDGE HIGH SCHOOL EXAMINATION PAPERS, 129; HINTS TO	
INEXPERIENCED TEACHERS, 130; BEAUTIES OF ENGLISH GRAMMAR,	
131; CONNECTICUT RULE FOR PARTIAL PAYMENTS, 133; INTELLI-	
GENCE, 133.	
BOOK NOTICES.—THE LAWYER IN THE SCHOOL-ROOM, 133; THE	
AMERICAN NATURALIST, 136; INAUGURAL ADDRESS BY JOHN STUART	
MILL, 138; FAMOUS AMERICANS OF RECENT TIMES, 138; CRAIK'S EN-	
GLISH OF SHAKESPEARE, 139; THIRTIETH ANNUAL REPORT OF THE	
BOARD OF EDUCATION, 139; THE FOREST CHOIR, 140; A PAPER FOR	
YOUNG PEOPLE, 140; THE PERSONAL HISTORY OF DAVID COPPER-	
FIELD, 140; THE NURSERY, 141; ANNALS OF A QUIET NEIGHBORHOOD,	
141; THE VILLAGE ON THE CLIFF, 141.	
TO CORRESPONDENTS.....	Page 141

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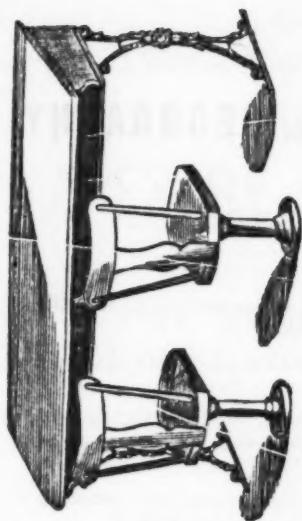
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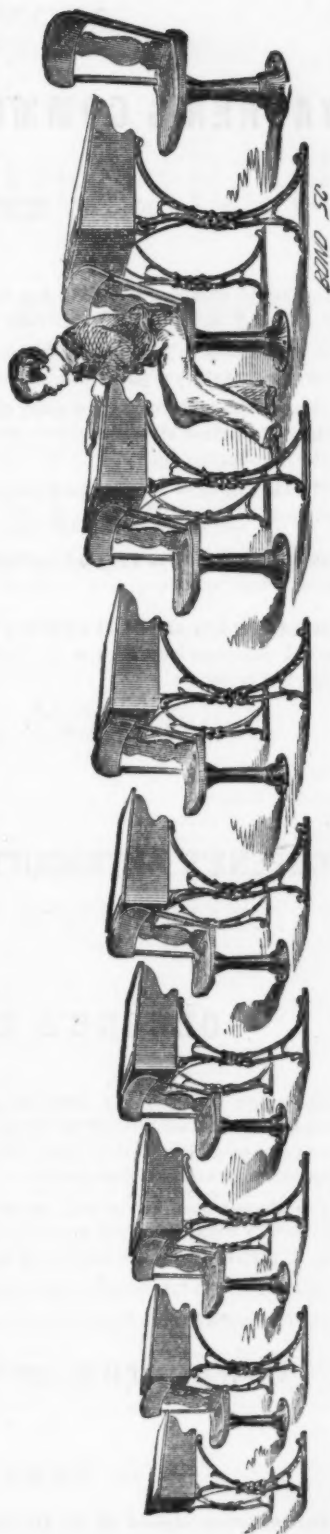
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THE BEST AND CHEAPEST.

NORWAY, MAINE, April 16, 1866.

MESSERS. ADAMS & CO.—The "GOLDEN PENS" which you sent to me were duly received, and I have delayed acknowledging your favor until this late day in order that I might give them a fair trial. Such a trial I think I have given; and I am free to say that I find your Pens to be THE BEST I HAVE EVER USED, so far as those qualities are concerned that go to make up a pen for smooth, rapid, and reliable work. Touching the exact amount of wear to which they may be subject, I cannot definitely speak, as I have not yet worn one of them out; but I think I may safely assert that a dollar's worth of "ADAMS & CO.'S GOLDEN PENS" will outwear any thing in the shape of a pen that can be procured for the same amount of money from any other source. I have had one of them in constant use nearly two weeks, the point being still smooth and firm, and as free from corrosion as when I first took it from the box.

SYLVANUS COBB, JR.

SEE that upon ever Po

WILL NOT CORRODE.

BOSTON, Oct. 29, 1866.

MESSES. ADAMS & Co.—Gentlemen, I have received some of your Golden Pens, and have tried them thoroughly. I think they are excellent pens. They wear very smooth, and do not corrode. I use a common steel pen two days, when it is unfit for my use: I have written with one of yours for four days, and it seems as good as ever.

JOSEPH A. WILLARD,
Clerk of the Superior Court.

A PUBLIC BLESSING.

BAY CITY, MICH., Nov. 28, 1866.

MESSES. ADAMS & Co.—I received your sample of Golden Pens, have tried them nearly a week, and am charmed with them. They are almost equal to gold pens for any purpose, and, for some purposes, vastly superior. I have a good gold pen, but, for manuscript writing, much prefer your No. 1 Golden Pen; and, for fine copy writing, the No. 2 will excel any gold pen I ever saw. I know that to be appreciated they have only to be tried. I want to introduce them here as a public blessing.

C. P. NASH,
Pastor of First Universalist Society.

EQUAL TO A FIVE-DOLLAR GOLD PEN.

NAPOLEON, ARK., Nov. 22, 1866.

MESSES. ADAMS & Co.—Gents, Your pens and circulars arrived by mail this morning. I am now writing with your No. 1 Pen, and find it *equal to the best five-dollar gold pen I ever used.*

JOHN J. COOPER.

SURPASS ALL OTHERS.

GREEN BAY, WIS., Nov. 17, 1866.

MESSES. ADAMS & Co.—I have given your pens a fair trial, and have given them to others to try, and can candidly say that they surpass all the pens I have ever tested.

MITCHELL JOANNES.

SUPERIOR TO GILLOTT'S PENS.

GREENVILLE, ILL., Nov. 30, 1866.

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WILLIAM F. FILE.

MEET ALL EXPECTATIONS.

RED WING, May 2, 1866.

MESSRS. ADAMS & Co.—I received my pens last evening, and am very much pleased with them. They meet all my expectations. They came in good order, and I think them equal to any gold pen I ever wrote with.

S. P. SPATES.

ONE USED ALL SUMMER, AND GOOD YET.

PORTAGE, MICH., Oct. 24, 1866.

MESSRS. ADAMS & Co.—This is written with one of your No. 1 Pens that I have used *all summer*, as often as three or four times a week. I consider them superior to any gold pen I have ever used.

G. J. WRIGHT.

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L. W. MILLS, P.M.

FOR ORNAMENTAL WRITING.

SINNAMAHONING, PENN., Nov. 22, 1866.

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M. J. B. BROOKS.

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MESSRS. ADAMS & Co.—I very cheerfully record my experience in using your Golden Pens, having bought a box of you, and used both sizes. With a single pen (No. 1), I have written all the manuscript of quite a large book, and it is now as good ever; and I find the smaller size (No. 2) excellent for fine writing. I think they are the best metallic pens I have ever used.

J. C. JOHNSON,
Professor of Music.

THE BEST THAT CAN BE OBTAINED.

SPRINGFIELD, PENN., Nov. 2, 1866.

MESSRS. ADAMS & Co.—The pens I sent for came promptly by return mail. I have tried them, and find them to be the best pen I have been able to obtain.

CHARLES E. BLACKMAR.

A GOLD PEN NEGLECTED FOR THESE.

NORTON, MASS., Nov. 25, 1866.

MESSRS. ADAMS & Co.—I received your pens, and am *highly pleased* with them: in fact, I am neglecting my gold pen for yours. I have shown them to several, and they wish me to send for some for them.

LAURA J. HUNT.

MUCH LIKED BY EVERY ONE.

SPRINGFIELD, ILL., Nov. 27, 1866.

ADAMS & Co.—Your pens are much liked by several to whom I have shown them, and you may expect a more liberal order in a few days.

JAMES R. ROBINSON.

ROCKFORD, ILL., Dec 21, 1866.—I have used most of the different kinds of pens offered to the public, but have met with neither gold nor any other kind with which I have been so much pleased as with those samples of "Adams & Co.'s Golden Pens" you sent me.

JOHN WATSON.

Noe others are genuine.

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T. H. STRONG.

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H. P. BUNKER.

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II. A pen that has not been used has usually an oily surface, and should be slightly wet, either by touching it to the tongue or otherwise, and then wiped dry.

III. An immoderate use of ink should not be indulged. It is not only wasteful, but results in blots, soiled fingers, and spoiled pens. The habit of dipping a pen in ink, and then with a shake or sudden jerk disposing of the superfluous ink upon the floor, carpet, or walls of a room, or upon a friend's clothes, cannot be too strongly spoken against. A dip of a quarter of an inch will give an abundant supply of ink for all ordinary purposes.

IV. In writing, hold the pen in a sloping position—the more the better. Thus held, the pen will last longer, write better, and produce a more even, finished, and graceful style of penmanship, than if held nearly perpendicular.

V. Never leave a pen plunged in the ink, or with a quantity of ink upon it, to dry and clog. When you have done using it, wipe the pen dry and clean, and you will be amply rewarded for your care in finding the pen, when next you wish to use it, ready for good service. The best material for a pen-wiper is silk. Cotton and woolen are often used, but in their use small fibres are apt to adhere to the pen, injure the point, or become fixed in its slit.

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CONTENTS.

SHORT SCHOOL-TIME AND MILITARY DRILL.....	Page 143
GLEANINGS FROM SCHOOL REPORTS	154
EDITOR'S DEPARTMENT.—CORPORAL PUNISHMENT IN CAMBRIDGE SCHOOLS, 161; IN OHIO, 166; PUBLIC SCHOOLS OF NEW YORK CITY, 166; THE DIS- TRICT SYSTEM, 167; AMERICAN WOMEN, 167; A SCHOOL-HOUSE ON FIRE, 168; PRACTICAL EXERCISES, 169; MEETING AT EDUCATIONAL ROOM, 170.	
BOOK NOTICES.—MANUAL OF ELEMENTARY LOGIC, 176; A COMPLETE MAN- UAL OF ENGLISH LITERATURE, 176; LIFE AND WORKS OF GOTTHOLD EPHRAIM LESSING, 176; THRILLING ADVENTURES OF DANIEL ELLIS, 177; SCHOOLDAY DIALOGUES, 177; THE AMERICAN SCHOOL DIALOGUE BOOK, No. 1, 177; A NEW AND PRACTICAL SYSTEM OF THE CULTURE OF VOICE AND ACTION, AND A COMPLETE ANALYSIS OF THE HUMAN PASSIONS, 177; HAND-BOOK OF HISTORY AND CHRONOLOGY, 178; SEAVEY'S GOODRICH'S HISTORY OF THE UNITED STATES, BROUGHT DOWN TO THE PRESENT TIME, 179; CHRISTIE'S FAITH, 179; THE COMPLETE POETICAL WORKS OF LONGFELLOW, 179; AN OUTLINE OF THE ELEMENTS OF THE ENGLISH LANGUAGE, 179; NICHOLAS NICKLEBY, DIAMOND EDITION, 180; ORNITHOLOGY AND OÖLOGY OF NEW ENGLAND, 180; ANNUAL REPORT OF SCHOOL COMMITTEE OF BOSTON, 180.	
TO CORRESPONDENTS.....	Page 180

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Evening Session. — At 8 o'clock, a Lecture by Rev. William Rice, of Springfield, Member of the Board of Education.

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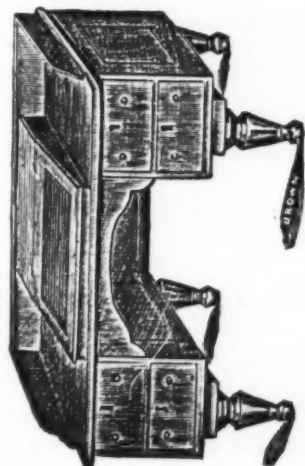
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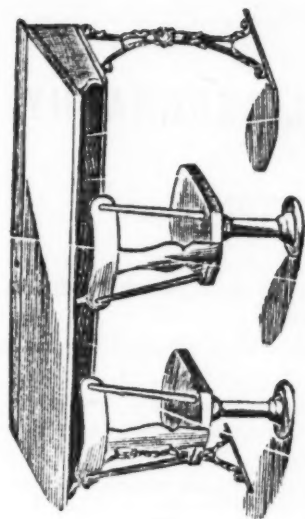
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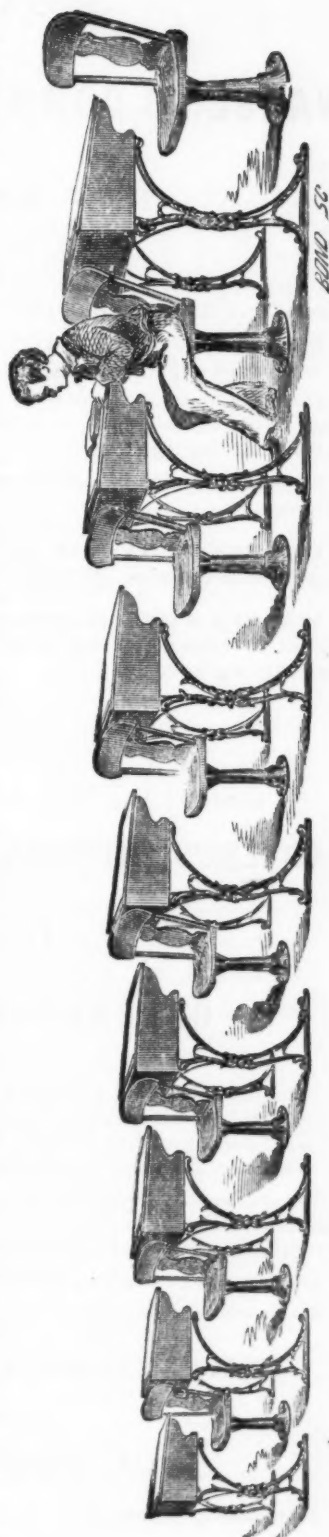
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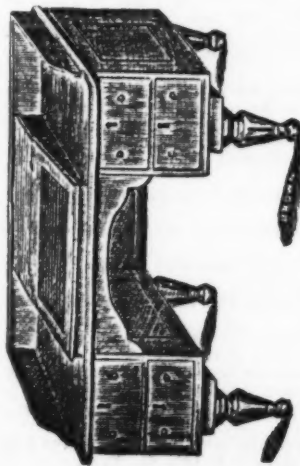
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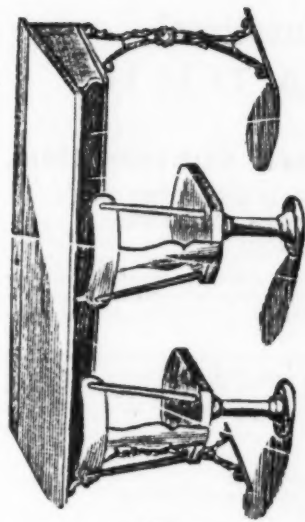
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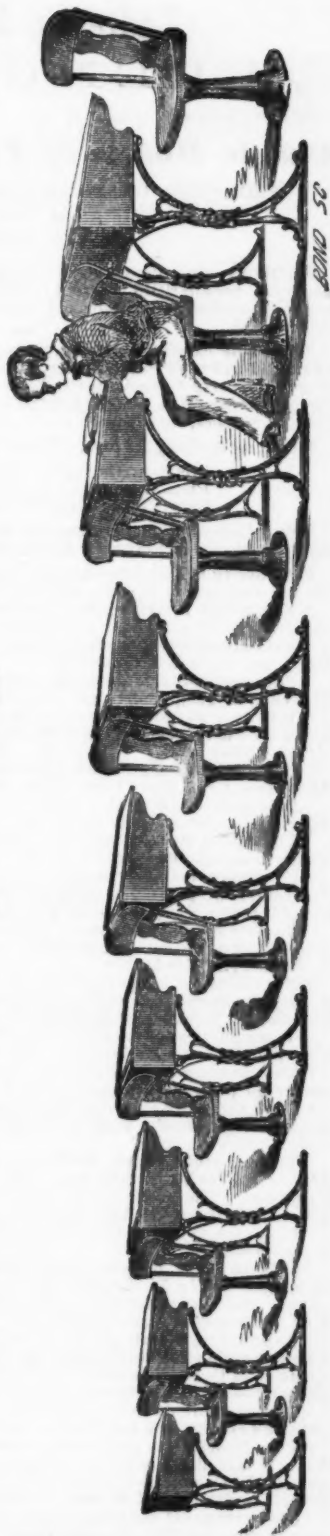


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CONTENTS.

NEAR-SIGHTEDNESS — Henry W. Williams, M. D.....	Page 219
THE NEWSPAPER IN SCHOOL.....	224
PHYLLOTAXIS	226
SCHOOL DISCIPLINE	228
DR. LEIGH'S METHOD OF TEACHING READING	232
EDITOR'S DEPARTMENT. — EDUCATIONAL JOURNALS, 233; PRACTICAL EXPERIENCE, 235; MASSACHUSETTS, 235; PHILADELPHIA SCHOOLS, 235; PHILADELPHIA ASSOCIATION OF TEACHERS, 235; MASS. INSTITUTE OF TECHNOLOGY, 236; THE METRICAL SYSTEM, 240; NATIONAL BUREAU OF EDUCATION, 240; HONOR TO WHOM HONOR, 241; STORY OF THE BAD LITTLE BOY, 241; INTELLIGENCE, 242; TEACHING OF GRAMMAR, 243; LATIN PRONUNCIATION, 244; PRACTICAL EXERCISES, 247.	
BOOK NOTICES. — MANUAL OF INORGANIC CHEMISTRY, 248; ELEMENTARY TREATISE ON AMERICAN GRAPE CULTURE AND WINE MAKING, 248; ON THE COLLECTION OF REVENUE, 249; MISS RAVENEL'S CONVERSION FROM SECESSION TO LOYALTY, 249; YOUNG CITIZEN'S MANUAL, 249; AMUSEMENT, 250; REMONSTRANCE AGAINST OPENING PUBLIC LIBRARY ON THE LORD'S DAY, 252; WEEK IN A FRENCH COUNTRY HOUSE, 252; SOWING THE WIND, 252; LITTLE BLUE BELL, 253; THE SACHEL, 253; METRIC SYSTEM, 253; AMBAS AMERICAS (Both Americas), 253; CYCLOPEDIA OF BIBLICAL, THEOLOGICAL AND ECCLESIASTICAL LITERATURE, 253; FIRST HISTORICAL TRANSFORMATIONS OF CHRISTIANITY, 254; REPORT ON EDUCATION OF DEAF-MUTES, 254; EDUCATION OF DEAF-MUTES, 254; CAMBRIDGE COURSE OF ELEMENTARY PHYSICS, 255; LYRA ELEGANTIORUM, 255; THE LAND OF THOR, 256.	
TO CORRESPONDENTS.....	Page 256

THE WORKS OF HORACE MANN, published by Subscription for the Editor, in four vols., price \$3.00 per vol. Edited by Mrs. Mary Mann. Names may be sent to Mrs. MANN, Cambridge, Mass., and the vols. will be sent by mail, prepaid, as they are issued from the press. The Life and the first volume of the Works, containing Educational Lectures and Papers, are now ready.

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The Board of Directors will meet at the EDUCATIONAL ROOMS, 119 Washington Street, July 31st, at 11 o'clock, A. M.

The public exercises will be as follows:

WEDNESDAY, JULY 31.

At 2½ o'clock, P. M., the meeting will be organized, and the customary addresses will be made; after which there will be a discussion upon the following subject: *School Discipline—its uses and methods.* HOSEA H. LINCOLN, Esq., Master of the Lyman School, Boston, will open this discussion.

At 8 o'clock, P. M., a Lecture, by Prof. J. H. SEELYE, of Amherst College.

THURSDAY, AUGUST 1.

At 9 o'clock, A. M., a Discussion. Subject: *The place Natural History should occupy in a Course of Instruction, and how it should be taught.* A paper introducing the subject will be given by Rev ISAAC F. CADY, of Rhode Island.

At 11 o'clock, A. M., a *Memorial Address*, in commemoration of the founders of the Institute, by ELBRIDGE SMITH, Esq., of Dorchester, Mass.

At 2½ o'clock, P. M., a Discussion. Subject: *Reading—styles and methods.* An opening paper by Z. RICHARDS, Esq., of Washington, D. C.

At 4 o'clock, P. M., a Discussion. Subject: *Business Integrity—how best promoted by Educators.*

At 7½ o'clock, a Lecture.

FRIDAY, AUGUST 2.

At 9 o'clock, A. M., a Discussion. Subject: *Right-mindedness favorable to Intellectual Growth.* A. A. MINER, D. D., President of Tufts College will introduce the subject.

At 11 o'clock, A. M., a Lecture, by C. O. THOMPSON, Esq. of Arlington, Mass.

At 2½ o'clock, P. M., Election of Officers.

At 3 o'clock, P. M., a Discussion. Subject: *The proportion in which Knowledge and Discipline should be made the Ends of Education.* The discussion will be opened by THOMAS HILL, LL.D., President of Harvard University.

At 4 o'clock, P. M., a Discussion. Subject: *Truancy—the Evil and Remedy.* The discussion will be opened by Rev. B. G. NORTHROP, Secretary of Conn. Board of Education.

At 8 o'clock, P. M., brief Addresses by representative Educators.

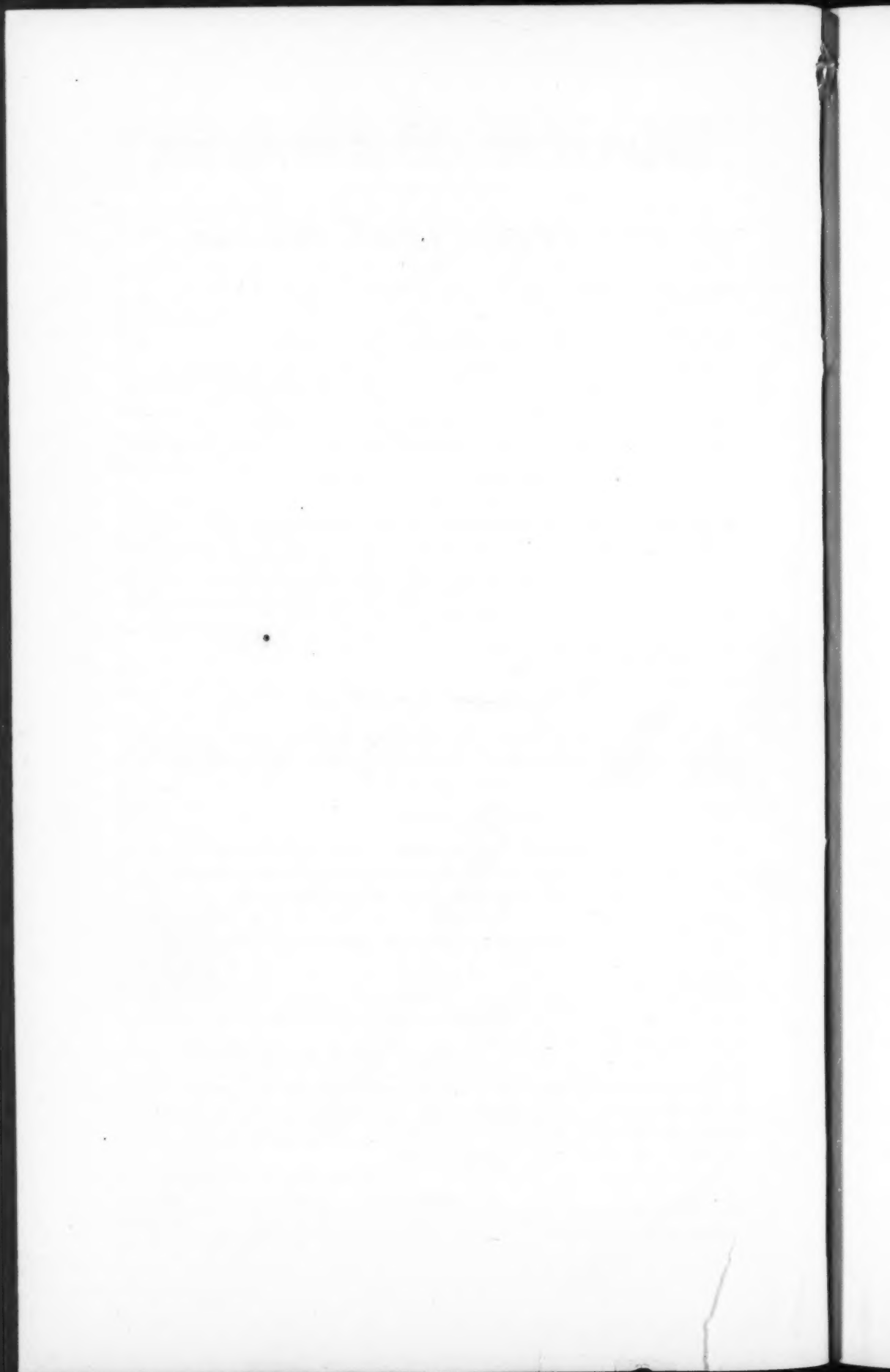
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Contents of Vol. I., No. 4, June 1867.

- THE RECENT BIRD TRACKS OF THE BASIN OF MINAS. By C. Fred. Hartt, A. M. p. 160.
THE HABITS OF THE GORILLA. By W. Winwood Reade. p. 177.
THE MOSS-ANIMALS, OR FRESH WATER POLYZOA. By Alpheus Hyatt, concluded, with a plate. p. 180.
THE LAND SNAILS OF NEW ENGLAND. By E. S. Morse, continued. Illustrated. p. 186.
PARASITIC PLANTS. By G. D. Phippen. Illustrated. p. 188.
OYSTER CULTURE. By F. W. Fellowes. p. 196.
THE SCORPION OF TEXAS. By G. Lincoecum, M. D. Illustrated. p. 203.
A NOTE FROM THE FAR NORTH. By J. T. Rothrock. p. 205.
REVIEWS:—*Prodrome of a Work on the Ornithology of Arizona Territory.* By Elliott Coues, M. D. p. 209.
NATURAL HISTORY MISCELLANY. Botany.—The Lotus. p. 210. Zoology.—Artificial Nests of Insectivorous Birds in Switzerland. p. 211. Geology.—Advance of Geological Science. p. 212. Microscopy.—The Microscope in Medical Jurisprudence; The Polycystina. p. 213. Explorations and Works in Progress. p. 213. Correspondence.—The Trichina spiralis. Illustrated. The Study of Science and the Classics. The False-Scorpion. p. 214.
NATURAL HISTORY CALENDAR.—The Insects of June. Illustrated. p. 220.
PROCEEDING OF SCIENTIFIC SOCIETIES, p. 224.

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At SALEM, on Thursday, July 11th, 1867, and Jan. 23d, 1868.

At BRIDGEWATER, on Tuesday, July 16th, 1867, and Jan. 28th, 1868.

At WESTFIELD, on Thursday, July 18th, 1867, and Jan. 30th, 1868.

The Examinations for admission will occur

At FRAMINGHAM, on Tuesday, Sept. 3d, 1867, and Feb. 4th, 1868.

At SALEM, on Thursday, Sept. 5th, 1867, and Feb. 6th, 1868.

At BRIDGEWATER, on Tuesday, Sept. 10th, 1867, and Feb. 11th, 1868.

At WESTFIELD, on Thursday, Sept. 12th, 1867, and Feb. 13th, 1868.

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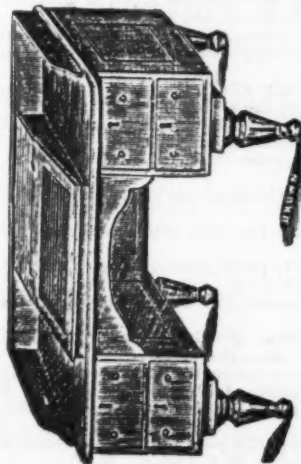
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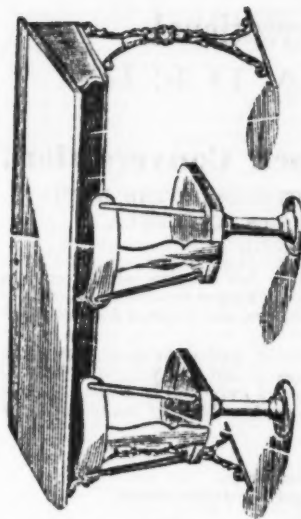
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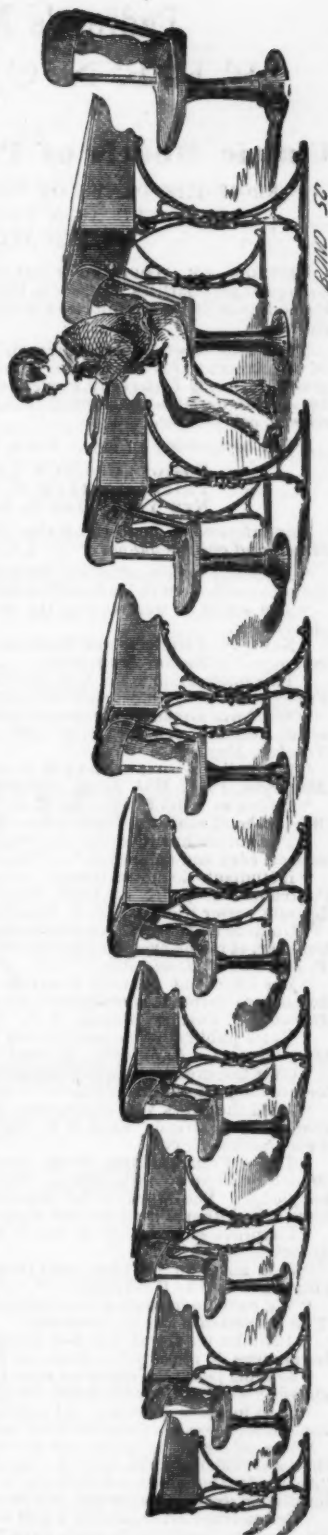
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CONTENTS.

ON THE STUDY OF THE CLASSICS — Theo. D. Woolsey.....	Page 257
MUSIC IN BOSTON PRIMARY SCHOOLS.....	295
AMERICAN SCHOOLS AS SEEN BY AN ENGLISHMAN.....	271
GRAMMAR SCHOOLS.....	280
EPISODE IN THE WAR OF THE REBELLION.....	282
HIGH SCHOOL EXHIBITIONS.....	285
EDITOR'S DEPARTMENT. — THE NORMAL SCHOOLS, 286; STUDY OF THE CLASSICS, 289; UTICA GOSPEL MESSENGER, 291; HARVARD COLLEGE, 291; STATE TEACHERS' ASSOCIATION, 291; GEOGRAPHICAL TEACHING IN FRANCE, 292.	
INTELLIGENCE	Page 293
BOOK NOTICES. — CAMBRIDGE COURSE OF ELEMENTARY PHYSICS, 293; MASS. BOARD OF STATE CHARITIES, 294.	

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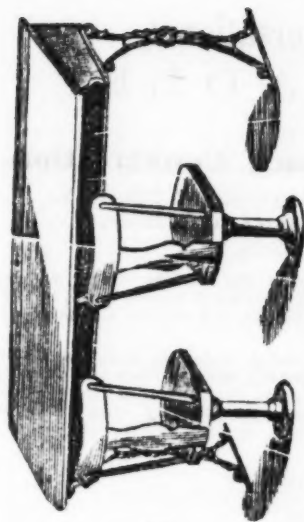
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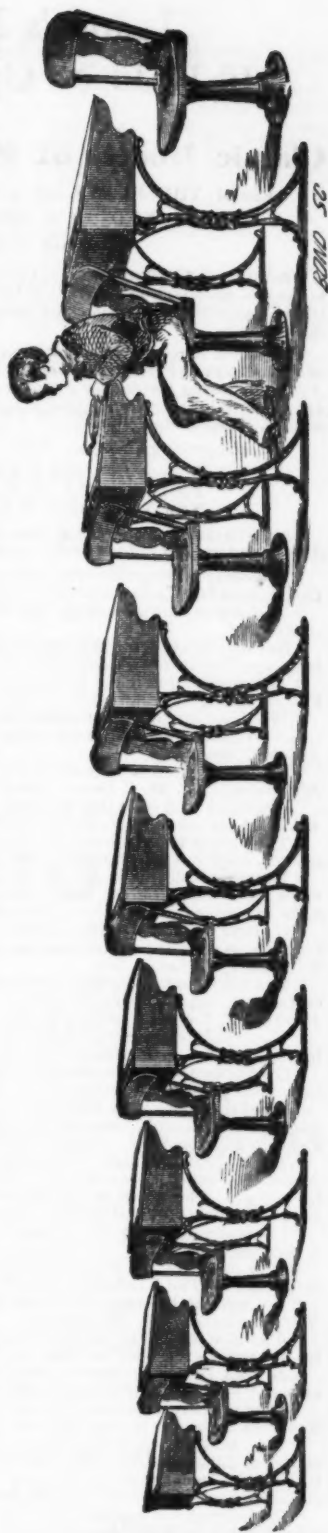
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CONTENTS.

"WHAT VIOLETS TEACH".....	Page 295
GIRLS.....	299
OUR SCHOOLS.....	304
THE ABUSE OF THE STUDY OF GRAMMAR.....	306
GLEANINGS.....	309
EDITOR'S DEPARTMENT. — AMERICAN INSTITUTE OF INSTRUCTION, 318; THE NORMAL SCHOOLS, 321; FEMALE SUFFRAGE, 322; CONNECTICUT, 324; OBITUARY, 326.	
BOOK NOTICES. — ALICE'S ADVENTURES IN WONDERLAND, 328; ARCTIC BOAT JOURNEY, 330; LAST CHRONICLE OF BARSET, 330; HISTORY OF THE AMERI- CAN WAR, 330; CHEMISTRY OF THE FARM AND THE SEA, 332.	

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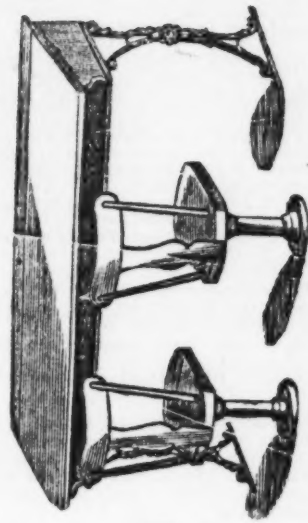
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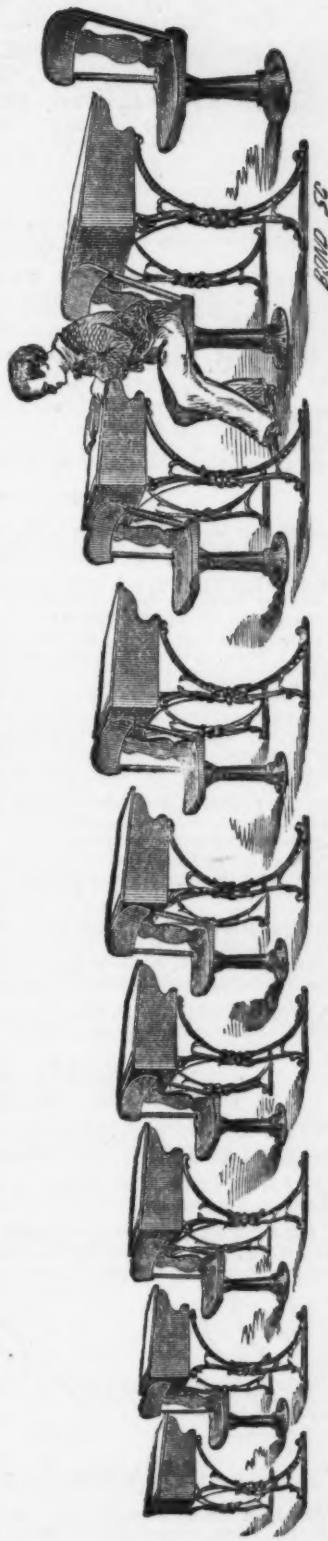
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CONTENTS.

TECHNICAL EDUCATION.....	Page 333
TEACHING THE FREEDMEN.....	342
GLEANINGS.....	346
EDITOR'S DEPARTMENT. — CULTURE, "PHILISTINES" AND MATTHEW AR-	
NOLD, 352; NATURAL PHILOSOPHY IN GRAMMAR SCHOOLS, 355; GUYOT'S	
GEOGRAPHIES, 356; A NEWSPAPER LESSON, 356; THE POTENTIAL MOOD, 357;	
SCIENCE VS. GRAMMAR, 358; GRAMMATICAL GENDER, 358; MASS. TEACHERS'	
ASSOCIATION, 359; AM. INST. OF INSTRUCTION, 360; INTELLIGENCE, 363.	
BOOK NOTICES. — ANNOUNCEMENTS, 363; THE ADVANCE, 364; FARRAR'S	
GREEK SYNTAX, 365; THE JOURNAL OF SPECULATIVE PHILOSOPHY, 366;	
MENTAL AND SOCIAL CULTURE, 367; MISTAKES OF EDUCATED MEN, 368;	
RUDIMENTS OF THE GERMAN LANGUAGE, 368; INTRODUCTORY SCHOOL HIS-	
TORY OF U. S., 368; NEW DOMINION MONTHLY, 368; HARPER'S WRITING	
BOOKS, 368; COLLEGE LIFE, 368; THACKERAY'S LECTURES, 369; DICKENS'	
WORKS, 369; CRITICAL AND SOCIAL ESSAYS, 370; A PAINTER'S CAMP, 370;	
METRIC SYSTEM, WEIGHTS AND MEASURES, 370.	

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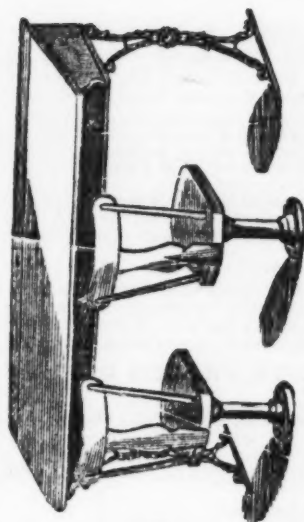
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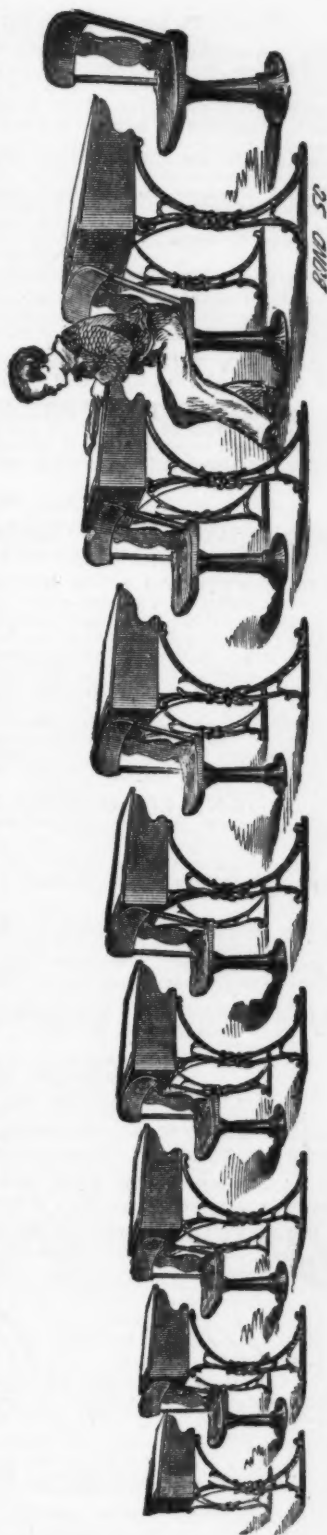
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ec. 6. Paul de Musset. Le Déjeuner de Molière.
" 13. Molière. Le Dépit amoureux.
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1868. Jan. 3. Les Contemporains de Molière.
" 10. Molière. L'École des Femmes.
" 17. " La Critique de l'École des Femmes.
" 24. " L'Impromptu de Versailles.
" 31. Shakespeare et Molière.
Feb. 7. Molière. Le Misanthrope.
" 14. " La Comtesse d'Escarbagnas.
" 21. Théophile Gautier. Une Comédie sous Louis XIII.
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" 27. Molière. Le Bourgeois gentilhomme.
Dec 4. " " " "
" 11. Scribe et Legouvé. Les doigts de fée.
" 18. " " " " " "
1868. Jan. 8. Demogeot. Littérature française au moyen âge.
" 15. Dumas (fils). Offland.

1868. Jan. 22. Taylor. *L'eau qui dort*. (Translation.)
 " 29. Champfleury. *Les trouvailles de M. Bretancel*.
 Feb. 5. Vacquerie. *Jean Baudry*.
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 " 19. Henri Martin. *Isuren*.
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CONTENTS.

ROGER ASCHAM'S METHOD OF TEACHING THE CLASSICS.....	Page 371
THE TEACHER'S CALLING.....	378
CHANGE OF SCHOOL BOOKS.....	382
GLEANINGS.....	386
AUTUMN.....	391
EDITOR'S DEPARTMENT. — ANOTHER "CAMBRIDGE WHIPPING CASE," 392; A MOVE IN THE RIGHT DIRECTION, 393; MISSION SCHOOLS, 394; BERKSHIRE TEACHERS' ASSOCIATION, 395; A LESSON ON COMMON THINGS, 396; MEETING AT THE EDUCATIONAL ROOM, 400; NAMES, 404; INTELLIGENCE, 405.	
BOOK NOTICES. — MILWAUKEE SCHOOL MONTHLY, 406; HARPER'S BAZAR, 406; LECTURES, BURLINGTON, VT., 407; AM. JOURNAL OF EDUCATION, 407; EARLY YEARS OF THE PRINCE CONSORT, 407; COMPLETE WORKS OF WHIT- TIER, 407; SCHOOL DISCIPLINE, 407; WEBSTER'S DICTIONARY, 408; LATIN READER, 408.	
TO CORRESPONDENTS	408

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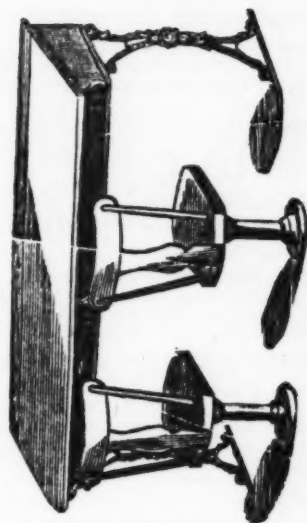
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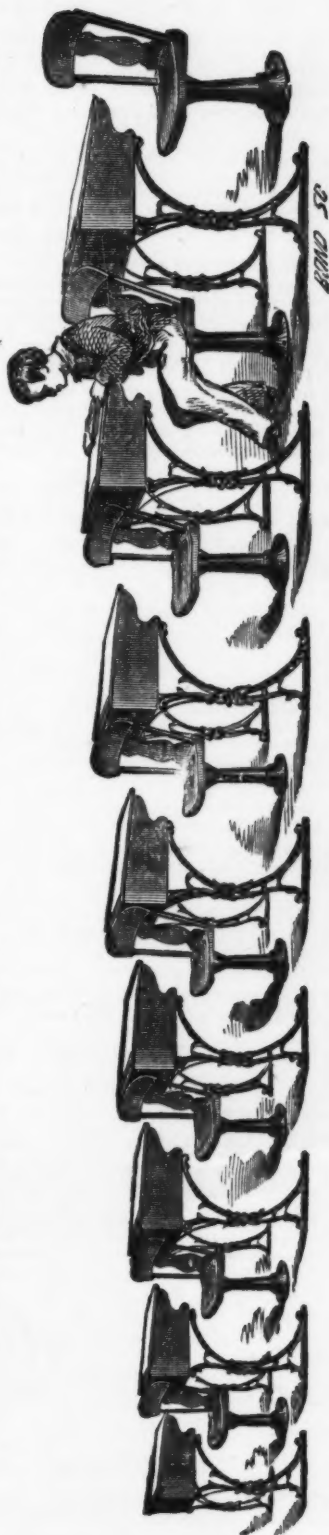


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CONTENTS.

ART OF READING.....	Page 409
A WORD TO FEMALE TEACHERS OF OUR COMMON SCHOOLS.....	415
GILDED YOUTH.....	418
AMERICAN EDUCATION.....	422
GLEANINGS.....	423
IN THE QUARRY.....	427
EDITOR'S DEPARTMENT. — VALEDICTORY, 428; A CRITICISM, 430; HINTS ON CHEMICAL EXPERIMENTS, ETC., 431; ANNUAL MEETING STATE TEACHERS' ASSOCIATION, 433; MEETING OF HIGH SCHOOL TEACHERS, 435; INTELLI- GENCE, 437.	
BOOK NOTICES. — VARIOUS PUBLICATIONS, 438-9; OUR GRAMMAR SCHOOLS, 439; GREEK ELEMENTS, 440; GRAMMATICAL DIAGRAMS, 440; THE POSITIVE PHILOSOPHY, 441; STODDARD'S ARITHMETIC, 442; ANALYTICAL FIRST READER, 442; MRS. PUTNAM'S RECEIPT-BOOK, 443; THE LOVER'S DIC- TIONARY, 443; CIRCE, 443; CARLYON'S YEAR, 443; TENANTS OF MALORY, 443; CHRISTMAS STORIES AND SKETCHES BY BOZ, 443; OCCASIONAL DIS- COURSE ON SAUERTEIG, 443; JUVENILE MAGAZINES, 444.	

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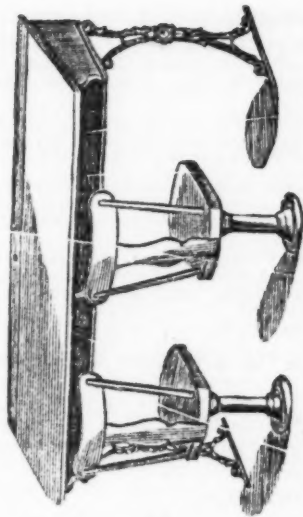
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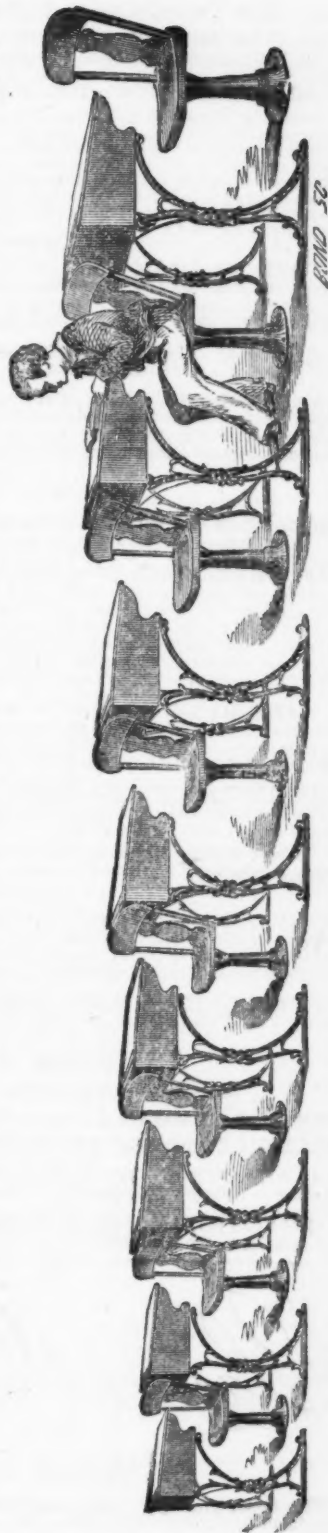
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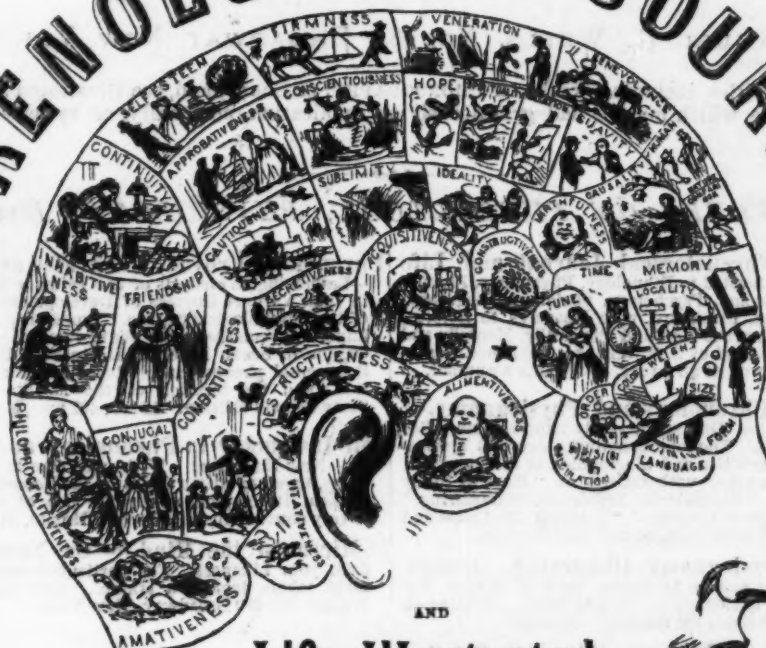
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